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ABSTRACT

The Career Education program in Social Studies was designed to achieve two major goals; (1) to assist school districts in developing a career education program that would be more meaningful to students and would help them make better, more informed decisions about life in the world of work; and (2) to assist teachers and curriculum decision makers in making career education an integral part of their social studies program. To accomplish these goals, teacher resource materials were developed, nationwide workshops were conducted, and a significant dissemination effort was carried out. Several on-going resource and curriculum development projects and evaluation activities were initiated. Most of the products were reviewed or field tested and revised based on that feedback. In addition, the four workshops were evaluated by an independent evaluator. Among the findings were that the workshops (1) contributed to significant gains in understanding of the philosophy and audience of career education, and (2) increased the participants' confidence about infusing career education in the schools of their community. (The workshop final report and evaluation instrument are appended.) (Author/BM)

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Grant Number: G007503741

Nature of Report: Final

Project Title: Career Education Program in Social Studies

Period Covered By This Report: June 1, 1975 - May 30, 1976

Category of Project (as specified in 45 CFR 160d.5 and 160d.11): Incremental

Name of Project Director: Irving Morrissett

Name and Address of Grantee/Assistance Contractor Institution:

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Telephone: AC 303 492-8155

9.0 Major Activities

9.1 A career education materials analysis instrument has been developed, reviewed by the project's National Advisory Panel, and revised based upon this review. A copy of the instrument was submitted January 20, 1976.

9.2 636 career education materials that can be integrated into social studies programs have been identified, collected, and subjected to preliminary analysis to determine their quality and usefulness.

9.3 159 social studies curriculum materials that have significant content related to career education have been identified, collected, and subjected to preliminary analysis.

9.4 47 career education curriculum materials have been analyzed using the Career Education Analysis Instrument noted in 9.1. Each program was analyzed for soundness of content and educational approach, including teaching strategies, student involvement, statement of objectives, extent of racial and ethnic bias and sex-role stereotyping, and adaptability for social studies programs.

9.5 28 social studies curriculum materials have been analyzed for the above qualities as well as for the extent of career education content.

9.6 18 career/community action programs currently in operation in the United States have been identified. From these, short descriptions of exemplary practices have been prepared for inclusion in the Teacher Resource Kit (see 9.8).

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9.7 A "Tips for Teachers" paper has been developed and is presently being edited preparatory to final printing. The following chapters will be included in the final product:

Chapter 1 - Career Education in the Social Studies: A Rationale by Bob Taylor and Constance M. Williams

Chapter 2 - The Infusion Process: A Workable Model by Frances Haley

Chapter 3 - Sample Units and Lessons: How Infusion Works by Judith E. Hedstrom

Chapter 4 - Getting the Community Involved by Rudy Schwartz

Chapter 5 - Exemplary Practices by Frances Haley

9.8 A Teacher Resource Kit has been developed. The components are presently being edited prior to printing. Included in the Resource Kit are:

The Curriculum Materials Analysis Instrument (see 9.1)

A Career Education Sourcebook which contains:

One chapter entitled "Generalizations About Materials" by Mary Jane Turner.

47 analyses of outstanding career education and social studies curriculum materials that have significant career education content.

A short form curriculum materials analysis instrument.

An annotated bibliography of related ERIC documents, an annotated bibliography of social studies games and simulations in which students role play careers, by Judith E. Hedstrom, and The Tips for Teachers paper (see 9.7).

9.9 A National Advisory Board that reviewed the Curriculum Materials Analysis Instrument and a Local Teacher/Community Evaluation Panel that conducted field tests of sample infused units and lessons and provided feedback on the Teacher Resource Kit were established. (See Appendix A for a list of members of these two groups.)

9.10 Four nation-wide, two-day awareness workshops for curriculum decision makers were conducted in San Francisco, Denver, Milwaukee, and Baltimore. 28 school districts and 116 participants--curriculum decision makers, teachers, representatives from industry, and representatives from labor--were involved. (See 10.0 for numbers of participants from each category and Appendix B for evaluation data concerning these workshops.)

10.0 Project Participants

(See Career Education Participant Summary, attached.)

G007503741

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OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS		NO DATA	COLLECTED			38				26	12
COUNSELORS						2				1	1
ADMINISTRATORS						28				20	8
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY						48					
PARENTS											
OTHER (specify)											
TOTAL						116					

OE FORM 467, 2/76

11.0 Evaluation

11.1 Many of the products which will be published as a result of this project have been subjected to a variety of evaluative devices. For example, the Curriculum Materials Analysis Instrument was critiqued by the National Advisory Board and revised based on this critique. All materials were analyzed using the instrument. Many sample units and lessons included in the "Tips" paper were field tested by teachers on the Local Evaluation Panel.

11.2 An independent evaluator, Dr. Robert Richburg, Colorado State University, designed pre- and post-evaluation instruments to determine the degree to which the four career education workshops were successful in satisfying stated objectives and meeting the needs of participants. The following findings are drawn from the Summary of the Evaluation Report:

- --All four workshops were highly rated by the participants, though Denver and San Francisco were the most successful in generating interest and positive feelings about the worth of what was done.
- --The workshops resulted in significant gains in understanding of the philosophy and audience of career education.
- --The workshops increased the participants' confidence about infusing career education in the schools of their community.

(See Appendix B for a copy of the entire report, including the research design and an evaluation instrument.)

12.0 Anticipated Changes and/or Problems

No major changes have been made in the project/program design and all objectives have been achieved. One less workshop was conducted than was originally scheduled after discussion with the Program Monitor, Grace Watson.

13.0 Dissemination Activities

13.1 Products that have been developed by this project will be disseminated to the 116 participants involved in the career education workshops, the five members of the National Advisory Panel, and the 16 adult members of the Local Teacher/Community Evaluation Panel.

13.2 In addition, available Kits will be made available for sale through the publications program of the Social Science Education Consortium (SSEC). The SSEC Publications Brochure (see Appendix C) is mailed annually to every junior high and high school and selected elementary schools in the United States, all university methods professors, and to all persons who are on a voluntary SSEC mailing list. This mailing reaches approximately 40,000 educators in the U.S. and abroad.

13.3 The Kit will be displayed at the SSEC booth at the National Council for the Social Studies annual conference. NCSS anticipates that 3,000 educators will attend this meeting. SSEC also has booths at the annual conferences of the Association of School Curriculum Developers, and various regional social studies conventions.

13.4 The Career Education Project was described in a recent issue of the SSEC Newsletter. Information about the various activities and products were discussed. The Newsletter reaches between 9,000 and 10,000 educators (See Appendix D for a copy of this Newsletter).

13.5 Components of the Teacher Resource Kit such as the Curriculum Materials Analysis Instrument, the infusion model, and analyses of materials will be used in SSEC teacher training workshops and consultation programs. The various parts of the Kit will also be demonstrated to interested visitors who come to the Resource and Demonstration Center of SSEC. Approximately 1,200 educators visit the RDC each year.

14.0 Special Activities

All career education and social studies curriculum materials which have been examined have been carefully scrutinized for evidence of race, ethnic, and sex-role stereotyping. Generally, materials which were stereotypic were not included among the written analyses which are part of the Teacher Resource Kit. In those few cases where materials were otherwise so exemplary that it was felt they should be included, special mention has been made of the stereotyping. Suggestions have also been made as to how to eliminate the bias. ? what kind of suggestions ?

15.0 Abstract

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The Career Education program in Social Studies was designed to achieve two major goals: 1) to assist school districts in developing a career education program that would be more meaningful to students and would help them to make better, more informed decisions about life in the world of work; and 2) to assist teachers and curriculum decision makers in making career education an integral part of their social studies program and not an additive to it.

In order to accomplish these broad goals, the program developed teacher resource materials, conducted nationwide workshops, and engaged in a significant dissemination effort. Among the activities in which the program was and will continue to be involved are: 1) the development, with the assistance of a National Advisory Panel, of a Curriculum Materials Analysis Instrument; 2) the identification and collection of 795 career education and social studies curriculum materials which have career education components; 3) the in-depth analyses of 74 of these curricula using the analysis instrument; 4) the identification and description of exemplary practices of career/community action programs; 5) the development of a "Tips for Teachers" paper which includes a rationale for teaching career education in the social studies, an infusion model, sample units and lessons, ways to involve the community in school programs, and exemplary practices; 6) the development of a Teacher Resource Kit which includes general information about career education and social studies curricula, 47 analyses of outstanding materials, a short form analysis instrument, an annotated bibliography of related ERIC documents, and the "Tips for Teachers" paper; 7) work with both a National Advisory Panel and a Local Teacher/Community Evaluation Panel who provided important input and feedback; and 8) conduct of four career education workshops for 116 teachers, administrators, and representatives of industry and labor in San Francisco, Denver, Milwaukee, and Baltimore.

Most of the products have been reviewed or field tested and revised based on that feedback. In addition, the four workshops were evaluated by an independent evaluator. Among the findings were that the workshops: 1) contributed to significant gains in understanding of the philosophy and audience of career education, and 2) increased the participants' confidence about infusing career education in the schools of their community.

No problems occurred during the grant period nor were there any major changes made. Five workshops were originally scheduled but only four were finally conducted. The decision to eliminate the one workshop was made in collaboration with Grace Watson, the Program Monitor.

Special efforts were made by the project staff to systematically exclude from final analysis those materials which had race, ethnicity, or sex-role stereotyping. In a very few cases where materials were otherwise so exemplary that it was felt necessary to include them, mention was made of the fact in the analysis. Suggestions were also provided for ways to eliminate this flaw.

APPENDICLS

A. National Advisory Board and Local Teacher/Community Evaluation Panel Members

B. Workshop Final Report and Evaluation Instrument

C. SSEC Publications Brochure

D. SSEC Newsletter

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EVALUATION OF THE CAREER EDUCATION AWARENESS WORKSHOPS

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July 28, 1976

EVALUATION OF THE CAREER EDUCATION AWARENESS WORKSHOPS

The major dissemination component of the Career Education Program in Social Studies was a series of four two-day workshops. These workshops were held in San Francisco, April 23-24; Denver, April 30 and May 1; Milwaukee, May 4-5; and Baltimore, May 7-8. Determining the degree to which the workshops were successful in satisfying their stated objectives and in meeting the needs of participants is the purpose of this report. Recommendations will also be made to improve similar workshops that might be conducted in the future.

The workshops had two primary objectives: 1) To create an awareness of career education resources among the workshop participants, and 2) To help participants clarify the rationale for career education and explore strategies to implement the approach in the curriculum of their district.

Evaluation Procedures

A four page questionnaire was designed to measure the participants' knowledge of the philosophy of career education, their conception about how career education should be brought into the school curriculum, how career education ranks in relative importance with other educational goals, their confidence and ability in implementing career education and their feelings about the worth of the dissemination workshop. The questionnaire was administered at the beginning of the workshop and then again by mail a couple of weeks after the four workshops were over.

This second administration of the questionnaire was deferred so that participants could reflect on the experience from their homes and hopefully be able to provide more thoughtful insights about what the workshop accomplished. A total of 104 participants completed the pre-workshop questionnaire and 76 returned the post workshop questionnaire.

Evaluation Findings

One of the workshop objectives was to help participants understand the current thinking on the audience and rationale for career education. On the questionnaire two questions dealt with this. First participants were asked to indicate which of four statements best explained this audience and purpose. Three of the four statements portrayed career education as a supplemental program for non-college prep students or a purely vocational program. The fourth statement which reflects the most current thinking on career education, described it as an integrated and sequential program intended to help all students develop better attitudes about themselves and to help them become better decision makers as well as giving them information about various careers. 63% of the participants had the desired understanding of career education before the workshop and 77% grasped it after the workshop.

On another question, participants were asked if career education should be brought into the curriculum as a single course or a few courses for only select students or whether it should be brought into existing courses at all levels of public education for all students. Again the latter view represents current thinking on the matter. On the pre-workshop questionnaire 77% indicated that they understood the most up to date view of this and 90% understood it after the workshop. On both of

these questions concerning the audience of and rationale for career education there is a statistically significant growth in understanding due presumably to the content of the workshops. It is interesting to note, however, that the participants as a whole were quite knowledgeable about career education before coming to a workshop.

On another part of the questionnaire, participants were asked to rank order ten topics in terms of their importance as educational priorities. The topics included some knowledge such as "knowledge of our nations past," some skills such "reading" or "basic number skills" and some attitudes such as "conserving resources and preserving the environment." Among the ten topics were four that are mentioned specifically in the philosophy of career education that the workshops intended to convey to participants. These four included: "skill in making decisions," "knowledge about the requirements and characteristics of different clusters of vocations," "knowledge about one's own interests and values" and "attitudes about one's own worth as an individual." Because each workshop dealt with the goals of career education, which these topics reflect, it would be expected that these four topics would be considered higher priorities at the conclusion of the workshops than at the beginning. Table 1 below shows the comparative rankings of the ten topics before and after the workshops.

The workshops seem to have resulted in a small but perceptible lowering of the career education goals in the participants' rankings. Reading and number skills were higher priorities at the conclusion of the workshops while decision making skills, attitudes about one's own worth and one's own interests and values all dropped slightly as priorities.

TABLE 1

RANK ORDERING EDUCATIONAL PRIORITIES BEFORE AND AFTER WORKSHOPS

Group Ranking Before Workshop		Group Ranking After Workshop	
1.* (Highest Priority) Attitudes about one's own worth as an individual	$\bar{X}$ = 2.15	1. (Highest Priority) Reading skills	$\bar{X}$ = 2.25
2. Reading skills	$\bar{X}$ = 2.92	2.* Attitudes about one's own worth as an individual.	$\bar{X}$ = 2.76
3.* One's own interests and values.	$\bar{X}$ = 3.38	3. Basic number skills.	$\bar{X}$ = 3.61
4.* Skill in making decisions.	$\bar{X}$ = 3.77	4.* Knowledge about one's own interests and values.	$\bar{X}$ = 3.72
5. Basic number skills	$\bar{X}$ = 4.00	5.* Skill in making decisions.	$\bar{X}$ = 3.73
6.* Knowledge of the requirements and characteristics of vocations.	$\bar{X}$ = 6.38	6.* Knowledge of the requirements and characteristics of vocations.	$\bar{X}$ = 6.68
7. Knowledge of the law and the legal processes of this country.	$\bar{X}$ = 7.61	7. Knowledge of the law and the legal processes of the country.	$\bar{X}$ = 7.35
8. Knowledge of our nation's past.	$\bar{X}$ = 7.88	8. Knowledge of our nation's past.	$\bar{X}$ = 7.86
9. Knowledge of economic principles affecting inflation and unemployment.	$\bar{X}$ = 8.00	9. Knowledge of economic principles affecting inflation and unemployment.	$\bar{X}$ = 8.23
10. (Lowest Priority) Knowledge about conserving resources and preserving the environment.	$\bar{X}$ = 8.50	10. (Lowest Priority) Knowledge about conserving resources and preserving the environment.	$\bar{X}$ = 8.56

*Primary goals of career education.

Another aspect of the objectives of the workshops irvolved preparing the participants as well as possible to implement career education in the schools of their community. It would require a long term study to determine how well they actually did this. The questionnaire, however, attempted to measure how confident they felt about their knowledge of career education goals, the teaching techniques and procedures of career education and the role they could play in implementing career education as a program. Table 2 below summarizes these questionnaire findings.

TABLE 2

PARTICIPANT CONFIDENCE IN IMPLEMENTING CAREER EDUCATION

1 Not at all confident	2	3 Somewhat confident	4	5 Very confident
How Confident Do You Feel About:				
A. Your knowledge of the goals of career education.		Pretest $\bar{X}$ 3.01	Posttest $\bar{X}$ 3.85	
B. Career education being a worthwhile idea.				Pretest $\bar{X}$ 4.53 Posttest $\bar{X}$ 4.67
C. How to include career education concepts in the course you teach. (Teachers only responding)		Pretest $\bar{X}$ 2.90	Posttest $\bar{X}$ 3.79	
D. The teaching techniques and procedures to use in dealing with career education concepts. (Teachers only responding)	Pretest $\bar{X}$ 2.50	Posttest $\bar{X}$ 3.56		
E. The role you should play as a labor or business resource person in order to further the goals of career education.		Pretest $\bar{X}$ 3.02	Posttest $\bar{X}$ 3.93	

On all five statements, participants registered a substantial gain in confidence as a result of the workshops. Particularly dramatic was the gain in the teachers' confidence about the teaching techniques and procedures to use in implementing career education concepts in their classrooms. The smallest gain in confidence came in regard to participant's feelings about career education being a worthwhile idea. From Table 2 it can be seen, however, that the participants were already largely confident of this before they came to the workshops.

In attempting to determine the liklihood of the participants returning to their districts and infusing career education, the post workshop questionnaire asked teachers and administrators to list concerns about implementation that were still unresolved after their training. The teachers' list included the following kinds of things:

1. The time it will take to work out the infusion units.
2. With everyone on the bandwagon, how to prevent repetition of activities at different grade levels and in different subject areas.
3. Other staff members not seeing the value of the program and not being supportive.
4. Lack of funds for materials to implement the program.
5. Will there be any student interest in career education?
6. The pressure not to change because of existing curriculum, tests and teachers preparation.

The statements which follow summarize the kinds of comments made by administrators concerning the problems of implementing career education:

1. Finding a place in a crowded curriculum. Career education is an "add on" with nothing taken out.

2. Teachers in the academic subjects have the feeling that this is not their job. Selling this to the staff will take time and inservice training.
3. There is a very provincial attitude in the community. Convincing them that this is worth the money will be difficult.
4. Budget is the biggest problem. Workshops and curriculum materials cost money.

On a scale of from 0-10, with zero representing "no problem" and ten "an insurmountable problem," the administrators as a group felt the obstacles to implementation deserved a rating of over six. Teachers on the same scale rated the problems under four. This might suggest that more workshop time be given to helping the administrators work on strategies to solve these problems. It appears the teachers are much more comfortable about implementation than are the administrators.

Participants Feelings about the Quality of the Workshops

In the post-workshop questionnaire, each participant was asked on a four point scale to indicate how interesting and how worthwhile the workshop he attended was. The scales are reproduced below.

How interesting was the workshop to attend?

____ A. Very interesting

____ B. Generall interesting

____ C. Generally uninteresting

____ D. Dull

How worthwhile was this workshop?

____ A. Very worthwhile

____ B. Generally worthwhile

____ C. Generally unworthwhile

____ D. Not at all worthwhile

By giving all the "A" responses a value of 4, "B" responses a 3 and so on with "D" responses getting a value of 1, the results of these scales can be quantified with a 2.50 value being the neutral point and a 4.0 being the highest possible score. With all participants responding the workshops received 3.55 on the interest scale and a 3.53 on the worthwhileness scale. This means that over 50% indicated on the interest scale that the workshop they attended was "very interesting" and the remainder felt it was "generally interesting." There were no responses indicating that the workshops were uninteresting. Similarly over 50% of the participants felt the workshops were "very worthwhile" and the remainder felt they were "generally worthwhile." From previous experience with these two scales, these are unusually high ratings.

Looking at the four workshops individually indicates that some were more successful than others in generating interest and a sense of worthwhileness. Table 3 summarizes the ratings of the four workshops on these two scales.

TABLE 3

COMPARISON OF RATINGS OF WORKSHOPS

Workshop Location	Interest Rating	Worthwhileness Rating
Denver	3.72	3.72
San Francisco	3.60	3.67
Baltimore	3.38	3.46
Milwaukee	3.36	3.27

As Table 3 indicates the Denver and San Francisco workshops were clearly the most successful as far as the participants were concerned. Baltimore and Milwaukee though still receiving good ratings were rated considerably less successful.

These same "interest" and "worthwhileness" scales were used to analyze the workshops from another perspective. The participants in all four workshops represented a blend of teachers, school administrators, representatives from business and labor. On the questionnaire, each participant was asked to identify his occupation. The rating scales were then applied to each of these groups to see which was most interested in and got the most out of the workshops. Table 4 summarizes this analysis.

TABLE 4

COMPARISON OF WORKSHOP RATINGS BY OCCUPATION

Occupational Group	Interest Rating	Worthwhileness Rating
Labor Representatives	4.00	4.00
Business Representatives	3.53	3.38
Teachers	3.52	3.52
School Administrators	3.43	3.52

By a wide margin the labor representatives were the most interested and most positive about the worth of the workshops. All fourteen laborers returning the post workshop questionnaire gave the workshops the highest ratings possible on the scale. The business representatives gave the workshops high ratings in terms of interest but were the least positive about the worth of the workshops. School administrators found the workshops the least interesting.

All participants were asked for open ended comments about how the workshops could be made more interesting and more worthwhile. The representative comments are summarized below.

1. The workshop was very interesting and worthwhile. I can't imagine what could be done to improve it. (Denver teacher)

2. One more day would have been helpful. (Milwaukee laborer)

3. The workshop is centered too much around educators. Include more material oriented toward business and labor representatives. (Baltimore curriculum specialist)

4. Shorter hours - 8:30 to 5:00 is debilitating (San Francisco teacher).

5. Better facilities, better location within San Francisco, more room to spread out. (San Francisco contractor)

6. Present other models than infusion, more examples of successful career education programs around the country. Also include more information about infusing career education into specific classes. (Comments of several teachers)

Summary

1. All four workshops were highly rated by the participants, though Denver and San Francisco were the most successful in generating interest and positive feelings about the worth of what was done.

2. The workshops resulted in significant gains in understanding of the philosophy and audience of career education.

3. The workshops increased the participants' confidence about infusing career education in the schools of their community.

4. School administrators see more obstacles to implementation than do teachers.

____Pre-workshop evaluation

____Post-workshop evaluation

Workshop Location_____

Your Occupation _____

Date _____

CAREER EDUCATION WORKSHOP QUESTIONNAIRE

Directions: Circle the letter representing the answer you feel is best for questions 1 and 2.

1. Which of the following statements about career education do you feel best explains its audience and purpose?

   A. A supplement to the general education program intended to provide the non-college-prep students with vocational information that will lead to meaningful and satisfying jobs.

   B. An integrated, sequential program to help students develop positive attitudes about themselves, make sound decisions about careers, and pursue a fulfilling life style.

   C. A blending of vocational and general education with the purpose of developing an awareness of different careers, their characteristics, and advantages and disadvantages.

   D. A unified effort on the part of the school and community to help individuals become familiar with vocational options so they may contribute through their labor to the betterment of the society in which they live.

2. In your opinion, in what way should career education concepts be brought into the school curriculum?

   A. As a several course, sequential program for select secondary students.

   B. As a single course in the required curriculum for all students.

   C. Integrated into existing courses at all levels of the general curriculum.

   D. Integrated into existing courses at the secondary level only.

   E. As separate units of study in existing courses spread strategically throughout the K-12 curriculum.

   F. Other, please explain_____

   _____

   _____

3. The following knowledge, skills, or attitudes might be objectives in any school curricula. Some, however, may be more important than others. Rank order the topics in order of their importance as you perceive them. 1 - highest priority, 2 - second priority, etc., 10 - lowest priority.

_____ Basic number skills (adding, subtracting, etc.)

_____ Reading skills

_____ Knowledge of the law and legal processes in this country

_____ Skill in making decisions

_____ Knowledge of our nation's past

_____ Knowledge about the requirements and characteristics of different clusters of vocations

_____ Knowledge about one's own interests and values

_____ Attitudes about conserving resources and preserving the environment

_____ Attitudes about one's own worth as an individual

_____ Knowledge of the economic principles that affect inflation and unemployment.

4. How confident do you feel? (Place an "x" in the column which best describes your feeling.)

	0 Not Appropriate To My Situation	1 Not At All Con-fident	2	3 Some-what Con-fident	4	5 Very Confident
A. About your knowledge of the goals of career education?						
B. About career education being a worthwhile idea?						
C. About how to include career education concepts in the course you teach?						
D. About the techniques and teaching procedures to use in dealing with career education concepts?						
E. About the role you should play as a labor or business resource person--in order to further the goals of career education.						

5. In Section 5, answer only the questions which pertain to your role as a career education team member.

A. Businessman or Labor Representatives

Suggest as many ways as you can (up to 5) to bring career related experiences into your schools.

1. _____

2. _____

3. _____

4. _____

5. _____

B. School Administrator

List as many as you can (up to 5) of the obstacles or barriers that exist to implementing career education in your building or district.

1. _____

2. _____

3. _____

4. _____

5. _____

Viewed as a whole, how great a problem do these obstacles seem to be?

0	1	2	3	4	5	6	7	8	9	10
No Problem										Insurmountable Problem

C. Classroom Teacher

List as many as you can (up to 5) of the concerns you have about implementing career education in your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

Viewed as a whole how great a problem do these concerns seem to be?

0	1	2	3	4	5	6	7
No Problem							Insurmountable Problem

6. Complete section 6 only at the conclusion of the workshop.

How interesting was the workshop to attend?

A. _____ Very interesting

B. _____ Generally interesting

C. _____ Generally uninteresting

D. _____ Dull

How worthwhile was this workshop?

A. _____ Very worthwhile

B. _____ Generally worthwhile

C. _____ Generally unworthwhile

D. _____ Not at all worthwhile

How could the workshop have been made more interesting and worthwhile?

_____

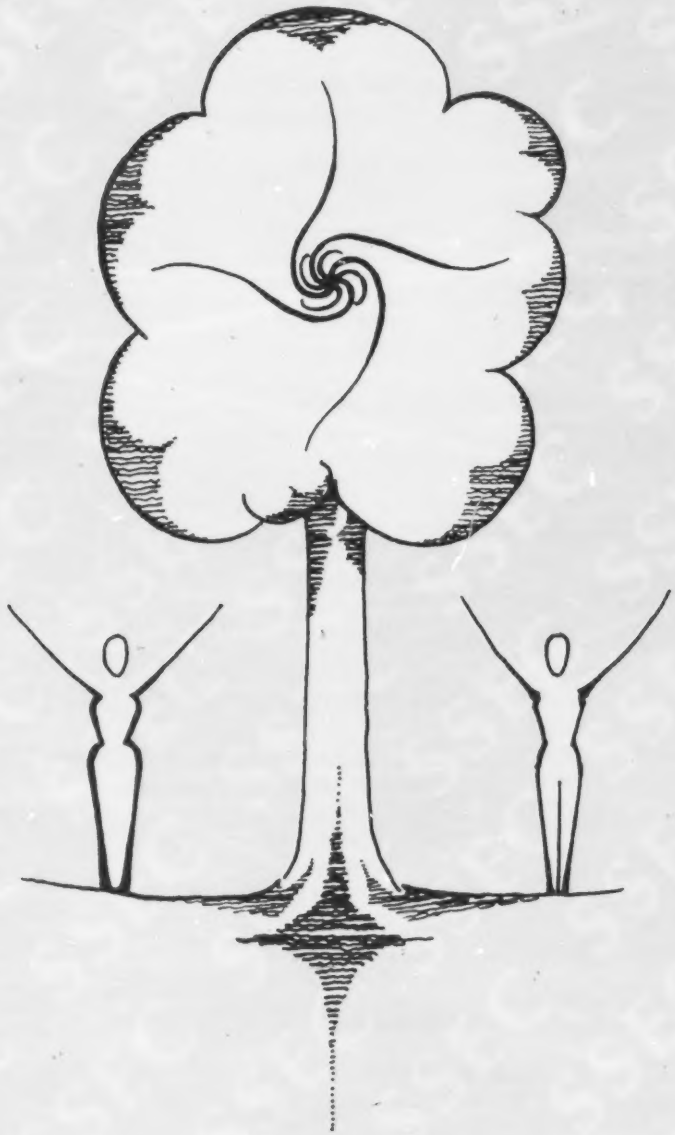
_____

_____

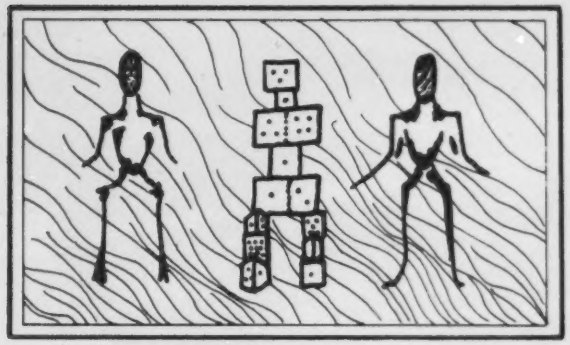
_____

Appendix C

Social Science Education Consortium Publications 1975-1976



To make it easier for you to order related materials, we have grouped them into packets. By ordering an entire packet, you can *save up to 15%*. Individual publications can of course be ordered as usual.



Games and Simulations

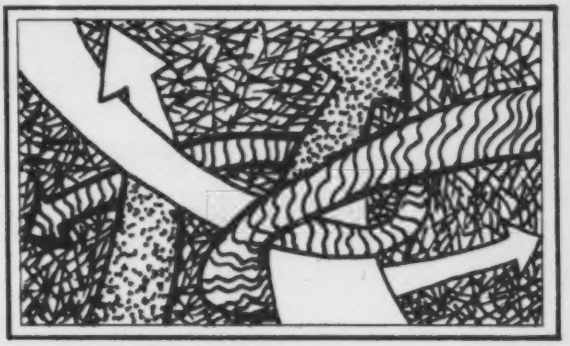
PACKET **A**

These three publications provide information on the state of the arts in simulation / gaming, guidelines for using simulations and games in the classroom, and a research study on the use of games and simulations by classroom teachers. *$7.75*

Guidelines for Using a Social Simulation/Game. *Katherine Chapman.* Guidelines are presented on how to prepare for, conduct, and debrief any social simulation/game.
163 28 pp. mimeo., 1974, **$1.40**

Simulation/Games in the Social Studies: What Do We Know? *Katherine Chapman and James E. Davis.* Chapman and Davis present an intensive review of the literature on gaming and simulation; an analysis of patterns of use and integration of simulation within several of the new social studies curriculum materials; and an analytical framework for examining and evaluating various simulation-type activities.
162 58 pp. mimeo., 1974, **$2.85**

The Use of Simulation/Games in the Social Studies Classroom. *Katherine Chapman and Jack E. Cousins.* This paper reports a survey of 113 social studies teachers from eight states in regard to their experiences in using simulation/games.
164 87 pp. mimeo., 1974, **$4.25**



Political Science

PACKET **B**

The six publications in this packet contain excellent background for teaching civics, government, or problems of democracy. *$10.00*

Civic Education for the Seventies. *John P. DeCecco.* The author presents a strong argument for student-oriented curriculum as opposed to prepackaged materials designed by research-and-development centers.
129 28 pp. mimeo., 1971, **$1.40**

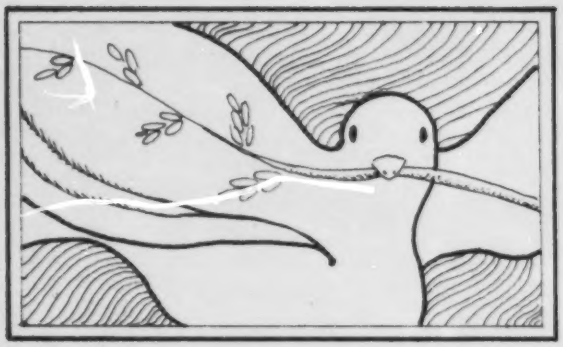
Materials for Civics, Government, and Problems of Democracy: Political Science in the New Social Studies. *Mary Jane Turner.* Forty-nine packages developed by 42 "new social studies" curriculum development projects are surveyed for political science content.
138 199 pp., paperback, 1971, **$4.25**
also clothbound **$5.95**

Preparing to Teach Political Science: Sources and Approaches. *Turner.* See packet K for annotation.

The Political System. *David Collier.* This paper suggests a systematic theory of politics, including the major concepts of political science, for use in elementary and secondary school curricula.
103 12 pp. mimeo., 1966, **$1.00**

The Status of Political Science Instruction in American Secondary Schools. *Mary Jane Turner.* This paper reviews the development of secondary-level instruction in the area that has been variously called civics, government, and problems of democracy. The major portion of the paper describes the influence of thinking of political scientists on the materials developed by the national social studies projects during the sixties.
169 35 pp. mimeo., 1974, **$1.75**

A Systems Approach to Political Life. *David Easton.* The author presents a basic framework for politics, and describes the role of politics in settling societal differences.
104 22 pp. mimeo., 1966, **$1.30**



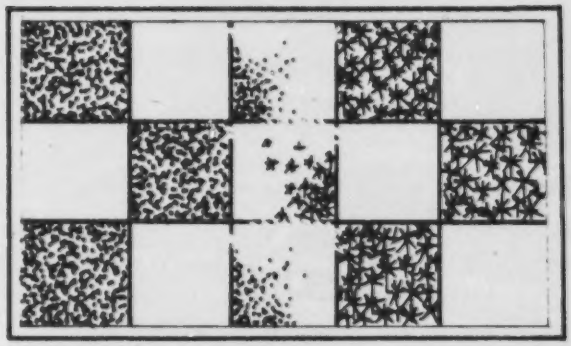
The Bicentennial

PACKET **C**

These companion volumes suggest both activities and resources for teaching America's Bicentennial. $6.00

Materials for Teaching about the Bicentennial: An Annotated Bibliography. *Karen Wiley and Roxy Pestello.* Eighty-nine annotated entries describing selected student and teacher materials on the Bicentennial are given. This publication also contains a listing of 14 organizations that can provide additional resources, as well as state and regional Bicentennial Commissions which can be contacted for help.
183 120 pp. mimeo., 1975, **$3.95**

Tips for Teaching about the Bicentennial in the Social Studies. *Allan O. Kownslar.* Kownslar provides four self-contained units for teaching about America's Bicentennial. Each begins with a current problem and then progresses to a historical problem, parallel in nature. Cognitive and affective objectives, teaching suggestions, student materials, and an annotated bibliography of additional and related sources are provided for each unit.
182 67 pp. mimeo., 1975, **$2.95**



Values Education

PACKET **D**

If you're looking for curriculum design as well as resources related to values, these three volumes will end your search. $11.75

Student Values as Educational Objectives. *Michael Scriven.* The role of values in the curriculum is discussed.
124 23 pp. mimeo., 1966, **$1.15**

Toward a Humane Curriculum. *Arthur W. Foshay.* Educational institutions as we have inherited them are not humane because they fail to deal with the human condition in all its variety and meaning. Foshay explores five other aspects of equal importance in developing a fully humane curriculum.
172 23 pp. mimeo., 1974, **$1.00**

Values Education Sourcebook. *Superka et al.* See display on this page for annotation.

Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography

Douglas P. Superka et al.

Designed as a resource guide to values education for teachers, curriculum coordinators, and other educators, the *Sourcebook* focuses on five major approaches to values education: inculcation, moral development, analysis, clarification, and action learning. For each approach there is a detailed explanation; a description of teaching methods; an illustrative activity; and analyses of student and teacher materials which reflect that approach.
176 approx. 310 pp. paperback, 1975, **$10.95**

Economics

PACKET **E**

Economics education is thoroughly covered in the four publications in this packet. $4.50

Consumer Education: Questions and Resources. *Peter Senn and Joanne Binkley.* Fifteen major questions about consumer education as it relates to social studies are considered, and information on consumer education curriculum planning and consumer guidance is presented.
148 11 pp. mimeo., 1971, **$1.00**

Economics. *Lawrence Senesh.* A broad curriculum outline for grades K-6 is presented. However, teachers and curriculum workers in other disciplines will also find the material useful.
105 16 pp. mimeo., 1966, **$1.00**

Preparing to Teach Economics. *Helburn.* See packet K for annotation.

The Relevance of Economics in the High School: The Developmental Economic Education Program. *Phillip Saunders.* Detailed information about the classroom-use test results of the Pittsburgh Developmental Economics Education Project (DEEP) are presented.
131 34 pp. mimeo., 1971, **$1.50**

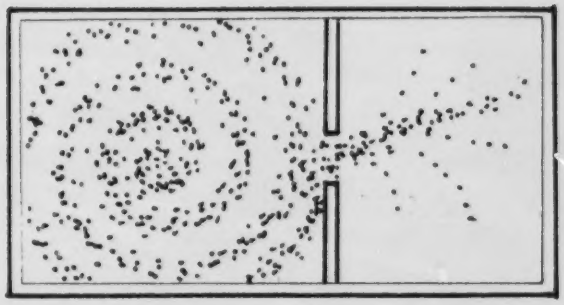
Global Education

PACKET **F**

A general model for international/intercultural education and an analysis of available materials for global education are included in this packet $8.50

Global Dimensions in the New Social Studies. *John H. Spurgin and Gary R. Smith.* Through the analysis of 14 packages of new social studies materials, the authors have prepared a study of instructional resources to assist teachers and curriculum planners in identifying materials which emphasize global aspects of the social studies curriculum.
165 159 pp. mimeo., 1973, **$5.25**

A Preliminary Review of the Intercultural Dimension in International/Intercultural Education, Grades K-14. *Paul Bohannan et al.* The rationale and objectives of international/intercultural education, the present status of the field, and possible models for such education are included in this paper.
156 105 pp. mimeo., 1973, **$4.00**



Educational Change

PACKET **G**

The process of educational change, particularly as it relates to social studies education, is thoroughly covered in these eight excellent documents. $18.25

Bringing about Change in Social Studies Education. *Alice Jwaideh and Gerald W. Marker.* This paper presents a comprehensive integration of current knowledge of critical variables in educational diffusion and their relationship to one another.
160 210 pp. mimeo., 1973, **$6.75**

The Diffusion of Educational Innovation. *Carlson, Fox, and Stevens.* See annotation on next page.

Free/Open Schools. *Nicholas Helburn.* The author places the traditional school and the free, or open, school on a continuum that allows the reader to compare and contrast the two school environments. An extensive annotated bibliography is included.
154 35 pp. mimeo., 1973, **$1.30**

Historical Perspectives for the Sixties and Seventies: Primary Sources and Core Curriculum Revisited. *Hazel W. Hertzberg.* This paper reviews the source study movement and the core curriculum movement in precollegiate education and compares them with recent and current trends.
135 29 pp. mimeo., 1971, **$1.50**

Research-based Development: A Strategy for Educational Change in the 1970s. *Walter Borg.* The author recommends construction of curriculum from prepackaged materials designed by research-and-development people for use on a mass scale in the classroom.
128 16 pp. mimeo., 1971, **$1.00**

Retrieving Social Science Knowledge for Secondary Curriculum Development. *Charles Jung, Ronald Lippitt, and Robert Fox.* This report presents ideas about the content of the social sciences and the selection of content and methods in the construction of secondary curricula.
109 86 pp. mimeo., 1966, **$3.75**

The University Model and Educational Change. *Richard B. Ford.* The author examines educational programs and the reforms of the 1960s and notes that the extensive educational reforms hoped for at the beginning of the decade were not accomplished.
130 10 pp. mimeo., 1971, **$1.00**

Wingspread Workbook for Educational Change Agents. *Becker and Hahn.* See annotation on next page.

Future Studies

PACKET **H**

Four insightful papers will assist you in examining the future of society and education. $5.25

The Curse of Culture. *Paul Bohannan.* Bohannan explores some basic questions about culture and its relationship to man's decisions. He then focuses on the role of the teacher in translating culture to students.
133 19 pp. mimeo., 1971, **$1.00**

The Dimensions of Change: In Our Society, Our Students, and Our Social Studies Curriculum. *Ronald Lippitt.* The author has undertaken the difficult task of attempting to "see" into the future of American society and education and to extract from that vision some specific actions to undertake in guiding our educational system in desirable directions.
134 16 pp. mimeo., 1971, **$1.00**

New Directions: Social Studies Curriculum for the 70s. *Bob L. Taylor and John D. Haas.* The papers and discussions from a conference of social studies educators, held in the spring of 1973, are presented. Topics include Mexican American students; learning theories; the community and the nature of knowledge as sources of curriculum; inquiry processes as learning and teaching paradigms; values and value clarification in curriculum; and learning through social participation.
161 67 pp. mimeo., 1973, **$2.85**

Toward the Year 2000. *Kenneth Boulding.* Boulding raises interesting questions and proposes a number of hypotheses about the future. Teachers might use these to guide their development of class discussions and activities concerned with current and future social problems.
132 15 pp. mimeo., 1971, **$1.00**

Child Development

PACKET **I**

Sigel presents three papers which relate theories of child development to social science education. $5.40

Child Development and Social Science Education. Part I: The Problem; Part II: Conference Report. *Irving Sigel.* This volume contains the first two parts of a four-part report on a study of the relevance of existing knowledge about child development to social science curriculum development.
111 9 pp. mimeo., 1966, **$1.00**

Child Development and Social Science Education. Part III: Abstracts of Relevant Literature. *Irving Sigel.* Sigel presents 67 abstracts of child development source materials relevant to constructing sound social studies curricula.
112 82 pp. mimeo., 1966, **$3.75**

Child Development and Social Science Education. Part IV: A Teaching Strategy Derived from Some Piagetian Concepts. *Irving Sigel.* Sigel suggests tentative ideas for incorporating some of the fundamental ideas of Piaget into a teaching strategy.
113 20 pp. mimeo., 1966, **$1.15**

Wingspread Workbook for Educational Change Agents

James M. Becker and Carole L. Hahn

Variables and generalizations related to educational diffusion are presented in a format designed to encourage educators to put knowledge into practice. The workbook is composed of a carefully structured series of questions to help users diagnose the potentials and problems of making specific changes in their systems.
180 110 pp. mimeo., 1975, **$3.45**

The Diffusion of Educational Innovation: Recommendations for Policy Makers and Administrators.

Richard O. Carlson, Robert S. Fox, and W. W. Stevens, Jr.

This is one of three publications from the National Seminar on the Diffusion of New Instructional Materials and Practices held at Wingspread in Racine, Wisconsin in June 1973. This volume can help policy makers organize their own knowledge and experience and clarify their thinking and planning for the diffusion of educational innovations. Included are twenty-four generalizations about educational diffusion generated by seminar participants.
181 32 pp. mimeo., 1975, **$1.50**

Curriculum Materials Analysis System. Revised May 1971. Long Form. *Irving Morrissett et al.* This instrument provides teachers and educators with a method for analyzing curriculum ideas and materials in breadth and depth. For use in analysis of trends, curriculum decision making, and curriculum development.
143 129 pp. mimeo., 1971, **$4.50**

Fundamental Concepts of Social Science

PACKET **J**

The basic concepts of the social sciences are outlined in these nine informative papers. $15.25

Anthropology. *Paul Bohannan.* The author analyzes human society and culture based on the existence and progressive development of needs and discusses the relationships between anthropology and other social sciences.
106 33 pp. mimeo., 1966, **$1.60**

Concepts and Structure in the New Social Science Curricula. *Irving Morrissett.* This is the report of a conference in which participants, from a number of social science curriculum projects, explain the approach taken by their projects to the selection and structuring of subject matter for building curricula.
121 161 pp. paperback, 1966, **$4.75**

Economics. *Senesh.* See packet E for annotation.

Fundamental Ideas of Social Psychology. *Donald Weatherley.* Weatherley furnishes teachers with an overview of social psychology to aid in planning effective human relations curricula.
149 53 pp. mimeo., 1973. **$2.40**

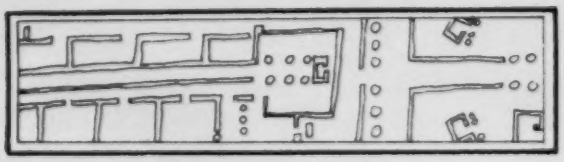
Organizing Curriculum Around Social Science Concepts. *Lawrence Senesh.* Senesh suggests the introduction of high-level analytical thinking of the social sciences, beginning in grade one and increasing in depth and complexity through the higher grades. He presents the fundamental concepts of economics, political science, sociology, geography, and anthropology with suggested teaching applications for each.
141 17 pp. mimeo., 1966, **$1.00**

The Political System. *Crozier.* See packet B for annotation.

Sociology. *Robert Perrucci.* Perrucci presents a model that integrates concepts related to the structure of society.
101 34 pp. mimeo., 1966, **$1.60**

The Structure of Geography. *Peter Greco.* The major concepts of geography are presented in a structured, schematic approach.
102 26 pp. mimeo., 1966, **$1.30**

System Analysis and Its Use in the Classroom. *Kenneth Boulding et al.* Teachers and curriculum planners will find this volume useful in bringing the tools and concepts of system analysis into the classroom, especially at the elementary level.
157 58 pp. mimeo., 1973, **$2.30**



Social Studies Curriculum

The *Data Book* is the only resource of contains over 350 analyses of social stud projects, textbooks, supplementary m teacher resources are included. This selecting new materials.

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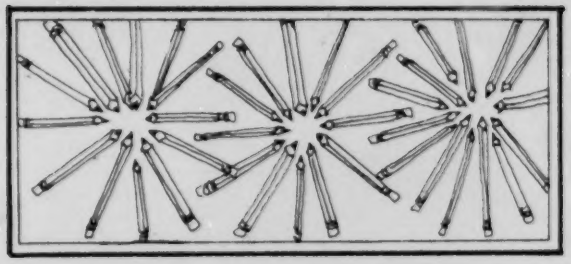


Tips for Teaching

PACKET K

If you're a first-time teacher of economics or political science, be sure to order these two papers–they'll help you get started. $2.50

Preparing to Teach Economics: Sources and Approaches. *Suzanne Wiggins Helburn.* This succinct, authoritative guide and organizer is written for the secondary teacher planning to teach economics for the first time.
142 24 pp. mimeo., 1971, **$1.40**

Preparing to Teach Political Science: Sources and Approaches. *Mary Jane Turner.* Three major approaches to the teaching of precollegiate political science are examined. Annotated listings of general background materials that fit within each category are included. Also suggested are ways to restructure existing courses.
170 29 pp. mimeo., 1974, **$1.40**

Trends in Social Science Instruction

PACKET L

In these four papers, trends in teaching political science, geography, and social psychology are discussed and a fourth paper treats current trends in accountability over the entire U.S. $10.00

Geography in Elementary and Secondary Education: Tradition to Opportunity. *George Vuicich and Joseph Stoltman.* The authors survey the historical and future trends in geography education, giving special attention to the curriculum development projects of the 1950s and 1960s.
171 78 pp. mimeo., 1975, **$2.60**

Social Psychology: A Resource for Elementary and Secondary Educators. *Ronald Lippitt.* Lippitt discusses some of the ingredients and dimensions of social psychology and cites ten areas of educational practice which can benefit from the application of social-psychological resources.
174 54 pp. mimeo., 1975, **$2.30**

State Accountability Activities and the Social Studies: A Nationwide Survey, a Proposed General Accountability Model, and Some Guidelines. *Sharryl Hawke, Christine Ahrens, and Irving Morrissett.* The results of a survey on the accountability movement are reported, and a general model is suggested as a framework for analyzing state accountability activities.
175 118 pp. mimeo., 1975, **$4.60**

The Status of Political Science Instruction in American Secondary Schools. *Turner.* See packet B for annotation.

For Supervisors and Department Chairpersons

PACKET **M**

Supervisors and Department Chairpersons will find invaluable help in problems of inservice training, materials selection, classroom observation, and curriculum planning in these papers. $9.00

Classroom Observation and Analysis: Sources for Social Studies Teachers. *Alan Tom and Celeste P. Woodley.* The authors present 30 selected sources which provide rationales, contexts, and specific illustrations of classroom observation and analysis, for use by social studies teachers.
146 72 pp. mimeo., 1971, **$3.20**

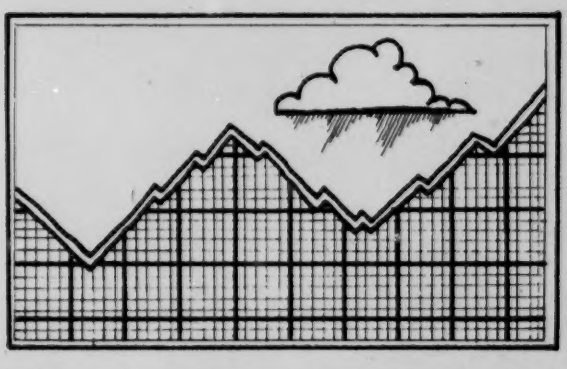
Coping with Community Controversy: Guidelines for Introducing New Social Studies Programs. *Arthur W. Foshay.* Foshay examines controversy over curriculum change and suggests that, instead of being avoided or suppressed, it should be examined and understood with the possiblity of turning it into a constructive educational experience.
173 25 pp. mimeo., 1974, **$1.45**

Curriculum Materials Analysis System. Revised May 1971. Short Form. *Irving Morrissett et al.* Adapted from the Long Form (Publication 143), this short form is created for quick and easy use in short workshops and by consultants who do not have time for in-depth examination of materials.
145 31 pp. mimeo., 1971, **$1.15**

A Framework for Social Science Education. *Robert Fox et al.* From a seminar of social scientists, the authors have developed guidelines for selecting content and structuring for social science learning activities.
159 20 pp. mimeo., 1973, **$1.00**

Inservice Teacher Education to Support Utilization of New Social Science Curricula. *Robert Fox and Emily Girault.* The authors suggest several inservice training models designed to assist teachers in implementing the social studies project materials.
125 29 pp. mimeo., 1967, **$1.50**

Reforming the Social Studies Methods Course. *John J. Patrick.* Patrick examines three approaches to the improvement of methods courses and looks critically at seven promising new techniques which draw on several teaching approaches.
155 27 pp. mimeo., 1973, **$1.40**



Education Research

PACKET **N**

These documents include current reviews of research in social studies education as well as a research paper indicating the use of new social studies materials. $18.50

Research in Social Studies and Social Science Education: Introduction, Analyses, and Reviews of Research. *James M. Oswald.* Oswald reviews social studies research from 1941 to 1970 through a series of reprints from NCSS and AERA articles and papers.
158 330 pp. mimeo., 1973, **$8.50**

Social Studies Dissertations: 1969-1973. *June R. Chapin.* A compilation of abstracts of the doctoral dissertations completed in social studies education from January 1969 through March 1973. The paper updates earlier compilations by Richard Gross and Leonardo De La Cruz (1963-1969) and Richard McPhie (1943-1962).
168 304 pp. mimeo., 1974, **$9.25**

Utilization of New Social Studies Curriculum Programs. *Mary Jane Turner and Frances Haley.* The authors report the results of a survey of social studies teachers in four states, designed to determine the extent of use of nine "new social studies" curriculum packages, the characteristics of users, and their judgments on quality of materials.
178 77 pp. mimeo., 1975, **$2.85**

Directory of Social Studies/ Social Science Service Organizations

Frances Haley and Regina McCormick

The authors comprehensively describe 111 social studies/social science service organizations, providing information related to types of services, grade level, subject area, publications, purpose, and current projects.
177 46 pp. paperback, 1975, **$4.00**

Environmental Education

PACKET **O**

Two valuable resources for environmental education are included in this packet. $6.25

Environmental Education: Social Studies Sources and Approaches. *Martha Henderson.* This paper alerts elementary and secondary social studies teachers to new approaches to environmental education taken by social science projects and materials.
136 39 pp. mimeo., 1971, **$2.10**

Sunshine Unfolding. *Holdrege et al.* See annotation on this page.

Sunshine Unfolding

Craig Holdrege et al.

This book contains descriptions of how a number of world philosophies and religions view man's relationship to the physical environment and suggests numerous resources for pursuing the study of these views. Written by four high school students, the book is designed to be used by high school students interested in the problems of environmental values.
151 87 pp. paperback, 1973, **$4.95**

SSEC Newsletter

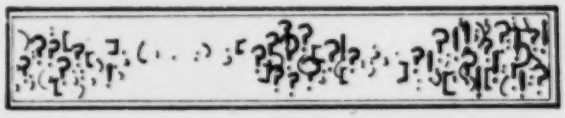
The SSEC publishes a Newsletter four times a year. All four issues of the Newsletter contain items about what's going on in social studies/social science education around the country. They also contain two inserts: *ChESS Board*, which gives information from the ERIC Clearinghouse for Social Studies/Social Science Education, and *Looking At*, a 4-page resource sheet on topics of current interest among social studies educators. In addition, the November and April Newsletters feature a lead article discussing a current issue in depth.

To be placed on the Newsletter mailing list, please check the appropriate blank on the order form.

If you are interested in back issues of the Newsletter (available for 20¢ per copy) write to: Publications Orders, Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.

Profiles of Promise

Forty-five pamphlets compose this publication which informs educators of selected social studies innovations being practiced in classrooms throughout the United States.
166 **$15.00**



Going Out of Print

The following titles are going out of print. Order now while they are still in stock.

Boulder Experiments Scrapbook. *SSEC Staff.* 152 **$6.00**

Learning with Games: An Analysis of Social Studies Educational Games and Simulations. *Cheryl L. Charles and Ronald Stadsklev.* 150 **$4.95**

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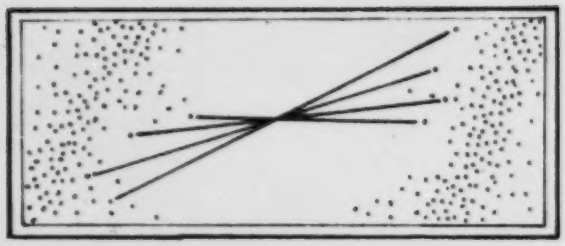

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Order Form

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

With all orders over $10.00, we will include one free copy of *The Environmental Problem: Selections from Hearings on the Environmental Education Act of 1970* by Irving Morrissett and Karen B. Wiley, plus an accompanying user's guide. Additional copies of this book are available for half price: paperback, regularly $7.00, is now only $3.50; hardcover, regularly $9.00, is now only $4.50 (Pub. no.140).
Note: All orders must be accompanied by a check, money order, or institutional purchase order. Colorado residents should add 3% for sales tax; residents of Boulder should add 5½% sales tax.

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C. E. Sills

OMB NO. 80-R0140

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: DHEW Office of Education

2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.: G007503741

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

4. EMPLOYER IDENTIFICATION NO.: 35-111-9455

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.:

6. FINAL REPORT: [X] YES [ ] NO

7. BASIS OF REPORT: [ ] CASH [X] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year): FROM 6 30 75 TO 6 29 76

9. REPORT PERIOD (Month, Day, Year): FROM 1 1 76 TO 6 29 76

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1) Career Education	(2)	(3)	(4)	(5)	(6)	TOTAL
a. Total outlays previously reported	28,418.55						28,418.55
b. Total program outlays this period	61,544.45						61,544.45
c. LESS: Program income credits	-0-						-0-
d. Net program outlays this period	61,544.45						61,544.45
e. Total program outlays to date	89,963.00						89,963.00
f. LESS: Non-Federal share of program outlays	-0-						-0-
g. Total Federal share of program outlays	89,963.00						89,963.00
h. Total unpaid obligations	-0-						-0-
i. LESS: Non-Federal share of unpaid obligations	-0-						-0-
j. Federal share of unpaid obligations	-0-						-0-
k. Total Federal share of outlays and unpaid obligations	89,963.00						89,963.00
l. Total Federal funds authorized	89,963.00						89,963.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE: a. TYPE OF RATE (Place "X"): [X] PROVISIONAL [ ] FINAL [ ] PREDETERMINED [ ] FIXED

b. RATE	c. BASE
28.8 - 1975 29.5 - 1976	19,427.43 29,190.91
d. TOTAL AMOUNT	e. FEDERAL SHARE
14,206.43	14,206.43

12. REMARKS (Attach additional sheets if necessary)
Breakdown by expenditure category shown on attached sheet

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME	TITLE	TELEPHONE AREA CODE	NUMBER	EXT.
Kenneth A. Butts	Business Manager	303	492-8155	

SIGNATURE OF AUTHORIZED OFFICIAL: Kenneth A Butts

DATE REPORT IS SUBMITTED: 9/29/76

HEW-601T

CAREER EDUCATION PROGRAM IN THE SOCIAL STUDIES

Grant No. 007503741

Expenditure Report for the Period June 30, 1975 - June 29, 1976

Salaries and Wages	$45,368.34
Employee Benefits	6,527.84
Consultants	3,250.00
Office Supplies	800.31
Resource Materials	235.83
Telephone	490.94
Postage	448.64
Materials Production	638.34
Duplicating and Copying	940.82
Staff Travel	4,784.45
Consultant Travel	546.78
Regional Workshops	11,724.28
Indirect Costs	14,206.43
Total	$89,963.00

(Appendix D)

SSEC Social Science Education Consortium

NEWSLETTER

NUMBER 23 | Supported by the National Science Foundation | SEPTEMBER 1975

1975 SSEC ANNUAL INVITATIONAL CONFERENCE

This year the SSEC Invitational Conference was held once again at the Phipps Conference Center of the University of Denver. On June 13th and 14th over 100 educators and social scientists, including SSEC members, guests, and staff, showed up to discuss the topic "Ways of Knowing: Is Science on the Defensive?" Participants often heard phrases referring to two modes of thought, such as "left hemisphere" (of the brain) versus "right hemisphere," or logical, scientific thought versus the "consciousness revolution," floating around the rooms, down the halls, and even out onto the patio and lawn areas.

Throughout the conference participants explored ways in which these two ways of knowing—rational, intellectual thought and nonrational, intuitive thought—contribute to the development of humanness and how the combination of the two in education can benefit the learner. The first two sessions focused on the interface between scientific and intuitive thought, exploring relationships and divergences. Richard Jones of Evergreen State College in Olympia, Washington, began by presenting his paper "Looking Back and Forth on Consciousness," which included a discussion on the use of dreams in teaching. He was followed by Alfred Kuhn of the University of Cincinnati, who spoke on "Rational, Intellectual Thought: Its Relationship to Intuitive Thought."

From here the focus moved on to the relationship between science, the consciousness movement, and the self. Maxine Greene of Columbia University, alluding to many examples from literature, presented a paper on this topic entitled "Implications for the Self of the Interface Between Scientific Thought and Intuitive Thought." Since there have been a number of educators involved in developing curriculum materials focusing on the two ways of knowing, several persons were asked to give demonstrations indicating how educators might change curriculum in order to accommodate both modes of thought in a complementary manner. Three such presentations involving participants in actual learning strategies were given simultaneously. Robert E. Samples of the ESSENTIA Project at Evergreen State College, Olympia, Washington, focused on "Synergic Education: Education for Both Cerebral Hemispheres," while John D. Haas of the University of Colorado conducted a session on "Synectics," and Mark Phillips of the University of California at Santa Barbara demonstrated and discussed "Confluent Education: A Holistic Approach to Curriculum."

The conference concluded with two sessions in which the implications for new curriculum models accommodating both scientific and intuitive thinking were discussed. Ronald Lippitt, president of Human Resource Development Associates, and Eva Schindler-Rainman, a consultant from Los Angeles, California, discussed methods of "Linking Knowing and Doing," and Arthur W. Foshay of Columbia University spoke on "Intuitive Thinking and the Curriculum" in this final session.

If our readers wish to pursue this topic, the conference proceedings will be published at a future date. Look for an announcement of the availability of this volume in future issues of the *Newsletter*.

SSEC RECEIVES GRANT FOR CAREER EDUCATION

The U.S. Office of Education recently awarded the SSEC a 12-month grant of $89,963 to conduct a career education project. The project has two major focuses: (1) to assist schools in developing a career education program that will be more meaningful to students and will help them make better, more informed decisions about life in the world of work and (2) to assist teachers and curriculum decision makers in making career education an integrated part of their social studies program and not an additive to it.

The plan of action includes a series of activities designed to further these aims.

1) *Development of a Career Education Analysis Instrument.* Staff members are developing a materials analysis instrument based on the Curriculum Materials Analysis System (CMAS) with a special section focusing on career education content. A similar instrument is being developed for analyzing exemplary operating programs.

2) *Identification, Collection, and Analysis of Career Education and Social Studies Materials.* Identifying and collecting career education materials and social studies materials with a career education focus will be an ongoing process throughout the project. Materials are being sought from commercial publishers, curriculum projects, school districts, and other noncommercial sources. All of the materials identified will be analyzed. Of these, the analyses of up to 50 exemplary career education materials will be selected for inclusion in a Teacher Resource Kit.

3) *Identification and Description of Exemplary Career Education Programs.* Criteria for electing 8 to 12 exemplary career education programs with a community-action orientation are being developed. For example, a program must be relatively new and different, must be based on sound educational theory, must deal with conditions common to

many other schools or classrooms, and must have been previously and successfully evaluated. Several programs have already been identified. Brief systematic descriptions of the programs chosen will be published in a format similar to the ERIC-SSEC *Profiles of Promise.*

4) *Development of a "Tips for Teachers" Paper on Career Education in the Social Studies.* The Tips paper will include a philosophical position statement on the role of career education in the social studies, a discussion of alternative rationales and strategies for integrating career education into social studies curricula, sample lessons for different grade levels, and an annotated bibliography of selected career education reference material.

5) *Development of a Teacher Resource Kit.* The kit will include the resources necessary to implement a career education program as an integrated part of the social studies curriculum. It will include the career education materials and programs analysis instruments, analyses of up to 50 exemplary career education and social studies materials, the descriptions of 8 to 12 exemplary career education programs in the United States, and the "Tips for Teachers" paper. A number of Denver-area schools will field test parts of the kit and workshop participants around the country will receive copies. The remainder of the 300 kits to be published will be made available for purchase through the SSEC publications program.

6) *Conduct Regional Career Education Awareness Workshops.* The culmination of the project will be five regional workshops. To reach a nationally representative audience five regions around the country have been chosen in which to conduct two-day career education awareness workshops. Thirty-five school districts, seven from each region, will be selected to participate. The two major objectives for the workshops are (1) to create an awareness among participants of career education resources and (2) to help participants clarify reasons for integrating career education into their social studies curricula and explore alternative ways to do it. The products developed by the project and included in the Teacher Resource Kit will form the basis for the workshops.

Five recognized experts in the field of social studies and career education have been chosen for the National Review Panel. Members of this panel will contribute to the project by critically reviewing (1) the analysis instrument, (2) the selection criteria and the descriptive format for exemplary career education programs, and (3) the Teacher Resource Kit. Members include David Tiedeman, Director, ERIC Clearinghouse for Career Education; John P. Lunstrum, Program Leader for Science and Human Affairs Education, Florida State University; Jack C. Morgan, Associate Professor of Education, University of Louisville, Kentucky; Henry D. Olson, Associate Professor of Teacher Education, Medgar Evers College, City University of New York; and Bob L. Taylor, Professor of Education, University of Colorado.

In addition to this panel, 12 members of a Local Teacher-Community Evaluation Panel are being selected. This group will include urban, suburban, and rural educators, as well as government officials interested in public policy, business and labor representatives, and lay persons within a 75-mile radius of Denver. They will provide input for the Tips paper, critique materials analyses and program descriptions, field test the classroom strategies suggested in the Tips paper, and do a final critique of the Tips paper prior to publication.

If any of our *Newsletter* readers are aware of career education materials or social studies materials with a career education focus about which the staff should know, please send information on them—including how to obtain copies. We would also be interested in hearing about exemplary community-action oriented career education programs around the United States, along with the names and addresses of contact persons. Send all such information to Career Education Project, SSEC, 855 Broadway, Boulder, CO 80302.

WINGSPREAD PUBLICATIONS ON DIFFUSION

All three publications from the National Seminar on the Diffusion of New Instructional Materials and Practices are now available. The Seminar was held at Wingspread Conference Center in Racine, Wisconsin, in June 1973. It was supported by the Johnson Foundation and the National Science Foundation and planned and conducted jointly by the SSEC, the National Council for the Social Studies, the Committee on Pre-Collegiate Education of the American Political Science Association, and the Social Studies Development Center at Indiana University.

The two-day seminar was attended by over 50 social and natural scientists, college educators, classroom teachers, state and federal program officers, public school administrators, curriculum materials developers, and publishers, all of whom had long experience in efforts to diffuse educational innovations. The purpose of the seminar was to tap the experiential knowledge of these persons. It was structured to bring out generalizations based on experience in educational diffusion, to relate these where appropriate to research findings, and, most importantly, to translate the generalizations into practical suggestions for people working for change in the schools.

The first publication to appear following the seminar was an article in the *SSEC Newsletter* (November 1973), "Perspectives on Diffusion: Descriptive and Prescriptive." This article summarizes the ideas of the major speakers at the conference. The second seminar product was the *Wingspread Workbook for Educational Change Agents* by James M. Becker and Carole L. Hahn. The workbook presents the ideas and information generated at the seminar in a workbook format designed to give practical assistance to persons interested in bringing about specific changes at the school-building and school-district levels.

The third and final volume from the seminar has just become available. It is *The Diffusion of Educational In-*

CONTRIBUTORS TO THIS ISSUE

include Judy Hedstrom, Karen Wiley, Jeanne Ritter, and June Ramos. Linda Branch handled printer relations and Cindy Ellis handled mailing.

THE ERIC ChESS BOARD

ERIC Clearinghouse for Social Studies/Social Science Education

ChESS Information Services

As part of its user services program, ERIC/ChESS now offers computer retrieval of RIE documents and CIJE journal articles. Topics for which computer searches are conducted fall within the scope of the Clearinghouse which is social studies/social science education. Searches can be done on issues related to social studies teachers and students, education as a social science, social studies and the community, teaching strategies, research programs, curriculum development, and the application of learning and child development theory to social science education. The fields of anthropology, archaeology, demography, economics, geography, history, sociology, social psychology, philosophy, psychology, and political science, as related to education, can be searched. Interdisciplinary studies, including any of the above disciplines, plus international education, comparative education, future studies, and environmental education are also within ChESS's search capabilities.

This service is provided at cost to the customer. For the fee of $15, you will receive up to 50 RIE and/or CIJE citations on the requested topic in computer printout form. There is an additional charge of $0.10 for each citation over 50. If you are interested in a computer search, we will send you the correct form to request a computer search. Prepayment by check or purchase order must accompany the computer search request form. Checks should be made payable to the Social Science Education Consortium, Inc.

Since ERIC/ChESS's social science expertise may be of service to your particular educational problems, we also welcome any additional questions or inquiries. In order to assist users requesting information, we have compiled reference sheets and short annotated bibliographies on frequently requested topics. Each reference sheet provides selected abstracts of ERIC documents from RIE and CIJE, and lists related professional organizations, publications, journals, projects, and textbooks. In addition to the reference sheet, the user will receive an EDRS order form, addresses of ERIC collections, a ChESS publications' list, an evaluation form, and an addressed envelope for the ChESS mailing list.

We have available free reference sheets on the following topics: K-12 social studies, legal education, ethnic studies, anthropology, political science and American government, American history, economics and geography, psychology, humanities, environmental education, and future studies. References on additional topics will be developed according to demand. We also have compiled a brief annotated bibliography of Bicentennial materials which is currently available at no charge. It serves as a guide to materials that have immediate value to K-12 educators interested in teaching a unit or course on the Bicentennial.

If you are interested in any of these information services or a computer search, write Coordinator of User Services, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 or phone (303) 492-8434.

Global Studies

The growing awareness of world interdependence has led to new emphasis on global studies in the school curriculum. At present, there is little coordination and communication between the many groups interested in this field. As a result of the report of a five-state planning committee which explored the feasibility of a coordinated effort to improve pre-collegiate global studies, the Mid-America Center for Global Perspectives in Education has been developed as a new project at the Indiana University Social Studies Development Center.

The Mid-America Program seeks to enhance the effectiveness of existing organizations and to increase interaction among selected individuals and groups. It is being developed as a learning center, where issues are clarified and experience shared, as well as a source of technical assistance for those seeking to develop new and imaginative programs in global education. The Center presently serves Illinois, Indiana, Kentucky, Michigan, and Ohio.

One of the first activities of the Center is the development of a directory of individuals, programs, and resources for each of the five states. Further activities will include curriculum development and distribution, resource mobilization and sharing, and leadership training. The Center is designed to help teachers and students in the field of global education and welcomes suggestions, reactions, and information about people and programs in this field, as well as requests for assistance. The address is:

Mid-America Center
Social Studies Development Center
513 North Park Avenue
Indiana University
Bloomington, Indiana 47401

Please Note:

In our last issue of *Looking At*, on public doublespeak, we described the content of the simulation, *Propaganda Game*, but neglected to give some other vital information. The developers of the game are Robert Allen and Lorne Greene, and it is available from:

WFF 'N PROOF
1111 Maple Avenue
Turtle Creek, Pennsylvania 15145

The price is $6.00.

ERIC Standing Order Customer Workshop

On June 26 and 27, 1975, ERIC/ChESS conducted a workshop for ERIC microfiche collection holders from a six state region. Twenty-three representatives from educational institutions and organizations in Kansas, Wyoming, Nebraska, North Dakota, South Dakota, and Colorado met in Boulder as part of a series of nationwide workshops designed to familiarize microfiche holders with the operations of the ERIC system. The major goal of the workshop was to introduce the participants to the inner workings of an ERIC Clearinghouse, so they could better serve their local users.

After getting acquainted, the workshop participants spent the first morning in activities which reviewed the process of selection and indexing of documents for inclusion in *Resources in Education* (RIE). Afternoon activities included the presentation of the filmstrip, "ERIC: What It Is and How to Use It," an introduction to abstracting procedures, and a general discussion of problems and concerns of the standing order customers. On Friday morning, Phillip Heer, of the University of Denver Graduate School of Library Science, and Kathy Clay, Education Information Specialist at the San Mateo Educational Resources Center, California (SMERC), met with the participants to introduce them to computer information retrieval and the activities of an educational resources center. With these activities completed, the participants spent the remainder of the morning writing down and sharing ideas arising from the workshop for implementation in their home institutions.

ERIC/ChESS National Advisory Board

We at ERIC/ChESS would like to express our thanks and appreciation to the members of our National Advisory Board whose terms expired this year. The outgoing members are James Banks, Charles Jung, Karl Openshaw, and Lee Smith. Their advice and direction have been especially helpful and productive.

Four new educators have agreed to participate on our National Advisory Board. They are:

Kenneth Benne
School of Education
Boston University
Boston, Massachusetts

June Guilliard
Joint Council on Economic Education
New York, New York

Francis Pratt
Acton - Boxborough High School
Acton, Massachusetts

Jan Tucker
Florida School of Education
Florida International University
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Future Studies

The University of Massachusetts at Amherst offers a unique and wide range of future studies courses within the Department of Education, leading to teacher certification and advanced degrees. The programs are designed to prepare students and teachers for the vast changes likely to have profound effects on their future lives. Undergraduate and graduate students design their own course of study within a framework emphasizing the development of skills, concepts, and teaching methods in global studies, long range social forecasting, future studies curriculum development, and educational planning.

Members of the Future Studies faculty also offer a wide variety of consulting services. They are available to help plan courses, suggest materials and resources, conduct formal and informal teaching workshops, present guest lectures, and supervise special classes and workshops for students.

The Future Studies Program also publishes a free bimonthly newsletter, entitled *Futures Information Interchange*. This newsletter is a collection of practical teaching methods and learning activities for introducing future studies into the classroom. Although the newsletter is directed toward elementary and secondary teachers, it is also intended to be of value to educators at the preschool and university levels. The April 1975 issue contains an article on simulation games in future studies, an elementary teaching unit on the overall implications of energy use within the home, and a bibliography of future studies resources.

For further information about consulting services, address your request to Jack Plante, Future Studies Program. To receive the newsletter, address your requests to Futures Information Interchange. The address for both is:

Future Studies Program
School of Education
Hills House South--Room 166
University of Massachusetts
Amherst, Massachusetts 01009

Deschool Primers

Published by Zephyros--a non-profit collaborative organization of San Francisco Bay Area teachers, parents, toymakers, and students--*Deschool Primers* contain high-interest activities appropriate mainly for upper elementary and secondary students and occasionally for preschool and primary students. The activities are educational alternatives designed to be used in classrooms where an open, trusting environment prevails and where students are free to be themselves. The primers emphasize both cognitive and affective skills and cover topics central to community study, history, sociology, economics, science, and language arts. Activities are self-explanatory and can be used by individual students working on their own, by a small group, or by the entire class.

Twelve primers have been published and provide a wide range of activities including games, role plays, surveys, and action projects. Primers No. 2-12 are currently available.

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ERIC ChESS

Looking At

September 1975

Looking At... is a current awareness bulletin published occasionally by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). ERIC/ChESS is funded by the National Institute of Education (NIE) and sponsored by the Social Science Education Consortium, Inc. (SSEC). Free copies of Looking At... may be obtained from ERIC/ChESS, Looking At..., 855 Broadway, Boulder, Colorado 80302. If you are not already on the mailing list to receive bulletins and would like to be, send your name and address to ERIC/ChESS.

ORAL HISTORY

purpose

*Looking at...*is published to let *you* know what *we* know about an emerging topic of interest or current concern to elementary and secondary social studies teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At....*

*Looking At...*is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for possible topics for future issues of *Looking At....*

INTERVIEW: Willa K. Baum

Although oral history is probably as old as mankind, its use in the classroom is fairly recent. If the cheap cassette tape recorder is the medium, the current concern with heritage, ethnicity, and self-identity is the catalyst. The message, a richer more representative social history, will be used in the future by a wide variety of researchers. The most immediate and obvious application of the method is in the pre-collegiate study of local history. But, as Mrs. Baum points out in the following interview, students gain much more than subject-matter mastery from the use of the technique. Social skills and a concern for social action are almost inevitable results.

Willa K. Baum is director of the Regional Oral History Office, Bancroft Library, University of California at Berkeley. The Office is concerned with the collection and preservation of reminiscences of persons who have made important contributions to the development of the West. Her pamphlet, cited in the bibliography on page 3, and her addresses on the subject of oral history have been adapted by secondary teachers across the nation.

Bonny Cochran conducted the interview. She was a Teacher Associate with the Social Science Education Consortium during the 1974-1975 school year and has now returned to her teaching position at Bethesda-Chevy Chase High School in Maryland.

Cochran: What is oral history?

Baum: Oral history is a method of collecting historical information. I'd like to emphasize the word *method* because oral history isn't a subject field. The method includes planned-in-advance, tape-recorded interviews with someone who has firsthand knowledge of an event or a way of life that's of some historical interest. It is *not* random conversation tape recorded. The interviewer and interviewee know that they're going to be tape recorded as they talk about something for historical preservation and they aren't just chatting. People have asked, "Aren't the Nixon tapes oral history?" I'd certainly agree that they are history and that they were tape recorded, but they are not oral history. They were not planned; the speakers had no knowledge that their conversations were going to be preserved.

Cochran: How does *oral* history fit into *local* history?

Baum: I think a lot of people combine the idea of oral history with local history. Local history is the subject--what you're studying--and oral history is the method. They go together very well--ideally, I think, for the elementary or secondary school level. Local history can be broken down into subfields such as local agricultural history, local urban history, local minority history and women's history. Oral history is especially appropriate to that newest subdiscipline, family history.

Cochran: What makes a good oral history interview?

Baum: Well, the first requirement is planning a reasonable project. What historically relevant subjects can you find out about from narrators--the persons interviewed? What questions should be asked? How should they be asked? The next requirement is that you select suitable narrators--persons who have a reason to know about the subject of the interview. In other words, don't ask somebody who was a factory worker about early farm practices. Third, the interviewer should have some knowledge of the subject of the interview--that means prior research--so he or she can keep the interview going with intelligent questions. Further requisites are that you have a tape recorder and know how to use it; that you have permission to use the information gained from the interview; and that you have some idea of what you are going to do with it. The last point is particularly important. I think that if you just go out and interview zillions of people for fun without any idea of ever doing anything with the data, you are not doing good oral history. Also, students, I think, like to do something that is going to be useful, not just a make-work thing.

Continued on Page 2

Cochran: What sorts of things could students do with the results of their interviewing?

Baum: Well, the class can put together some kind of group or individual reports. If they have taken a local-history subject, the chances are that there is no other information on what they've tried to find out and that their report will be a valuable addition to the historical information about their community. If their tapes are good--and I think the teacher needs to be quite selective--the tapes can be deposited in the local library or the local historical society. It really gives a lift to the whole program if students and narrators know that the good tapes will be selected for permanent preservation. Students can also put on an exhibit. They can gather photographs and objects and put together excerpts from the interviews. They can develop a media show with slides and tape excerpts from transcripts. All of these things require a certain amount of technical skill in handling tapes, photographs, and print, but I think secondary school students are very skillful at this.

Cochran: Do you think there are any good reasons to include oral history in the high school curriculum?

Baum: Yes. I think there are many good reasons. Much depends on doing it well, of course, but I think that it is an effective way of turning students on to the fun of learning. Oral history has been used in both urban and rural environments. In both settings students who certainly are not interested in history and possibly not interested in reading and writing become interested in these things via oral history. You can catch students with their interest in the tape recorder. In taping their interviews the students begin to relate themselves to the subject that they are studying, they begin to learn how to listen to people, and so on. In very small steps they begin to relate themselves back one generation or two generations and eventually begin to recognize themselves as part of the ongoing movement of humanity, which I think is part of the purpose of education.

Cochran: You mentioned a specific skill--listening--that can be learned through oral history. Are there other skills?

Baum: First, I think the method of oral history teaches students a way of finding out about something--anything--a way of doing research, let's say. To prepare oneself for an interview, you have to learn something about the use of the library and also about looking at pictures, newspapers, and such. So students learn some of the skills of library-type research.

But they also learn to *go and ask people* for information. One of the things that we have found here in our office is that our graduate students are excellent at doing library research and using manuscripts, that they will come in and use our transcripts and even our tapes; but they are appalled when we suggest that they should just go out and ask a person for information we don't have on our tapes or transcripts. I think that, if the high school student can learn to go out and question people to find out about something, then that is an important thing to learn, even if it isn't history that they are asking about. Not only can they learn the value of oral questioning; also they can develop their skill in asking questions. And questioning is a social skill which is valuable in whatever you are going to do.

Another reason to include oral history in the high school is that it will help students gain an understanding and an appreciation of the older generation. It strikes me that many young people have just never taken the time to listen to an older person.....and vice versa. Young people and older people often find they don't take the time just to sit and talk. The oral interview requires them to do that. I think that the older and younger generation can learn to talk to each other through oral history. If students go to the step beyond the interviewing and listen to the tapes carefully, or if they go through the painstaking process of transcribing it, they will begin to get a feel for language and understanding of how words are put together and what kind of communication is effective. Further, they certainly can learn spelling and punctuation if they go that transcribing step. (In that regard I think that oral history can be used in the typing classes. This would be a secondary use, but the typing classes might be plugged into the oral history program to help provide transcripts of the tapes.)

Also, students can develop organizing skills. The interview should be organized first for the kinds of questions to ask. The questions must be put into a reasonable order--an outline. As all teachers know, teaching students to outline is very difficult. Yet to prepare a good oral history interview is simply to outline. Afterward, the transcripts should be organized for some kind of final report.

Cochran: Does oral history yield a different kind of data from that traditionally available to high school students?

Baum: It doesn't necessarily yield more than the use of diaries, letters, and other personal materials that have been used in history. But in oral history you begin to get the emotional content in the voice tones and in the way people describe things and tell what these things meant to them. I think that oral history introduces high school students to the way history affects a person's life. Also, there are many groups of people who haven't ever been documented because they weren't quite in the mainstream of history. Those groups are especially valuable for students to do oral history with because the tapes the students collect actually add important new information to the field.

Getting Started

One technique for getting started is to play excerpts from Studs Terkel's record "Hard Times" (Caedmon Records). If you also have them read transcriptions of the interviews as they are listening, they seem to develop a sensitivity to oral history quickly. Have them jot down notes as they read and listen, and then break the class into six or seven groups. Have each group decide which interviews produced the best information. Then have each group develop three or four questions they would ask if they had been doing the interview. Discuss these with the class as a whole.

FROM: _____

ESSI
P.O. Box 2217
Norwalk, Connecticut 06850

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A SELECTED LISTING OF SCHOOL DISTRICTS/INSTITUTIONS USING ESSI MEMBERS SERVICES

Alabama: Huntsville
Arizona: Phoenix
Colorado: Aspen, Cherry Creek
Connecticut: Greenwich, Norwalk
Illinois: Minier
Indiana: Bloomington
Kansas: Wichita
Massachusetts: Acton, Belmont
Missouri: Kansas City, University City
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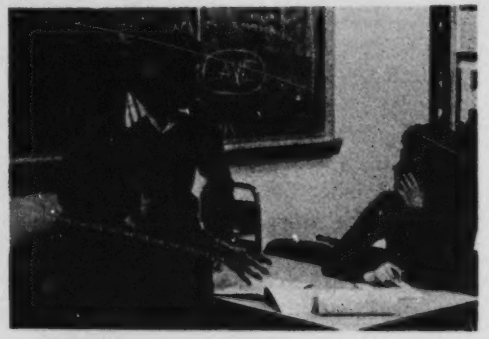
ESSI

WHAT'S NEW?

IN-SERVICE/GAMES/SIMULATIONS/DISCOVERY

EVALUATION MATERIALS ANALYSIS



EDUCATORS FOR SOCIAL STUDIES IMPROVEMENT

P.O. Box 2217

Norwalk, Connecticut 06850

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WHO IS ESSI?

Educators for Social Studies Improvement (ESSI) was formed in December 1973, in Norwalk, Conn., for the purpose of improving social studies education. Membership is carefully limited to teachers, or those working with teachers, who have had specialized training (as an "intern" "teacher fellow," or "teacher associate") and have demonstrated a commitment to educational reform by their activities since their training was completed in one or more of the following: Social Science Education Consortium's Teacher Associate Program and Experienced Teacher Fellowship Program, the National Council for the Social Studies' Intern Program, and Indiana University's Teacher Associate and Field Service Program. It is a national network linking an active membership together as a task force for change.

ARRANGEMENTS AND FEES

Members of ESSI seek to provide services on an extended basis to schools and other educational organizations within their own regions at a minimum of cost. While fees, honoraria, and other compensation is accepted when appropriate, most services are provided on an "expenses only" basis.

Since members normally serve within their own geographic region, expenses tend to be minimal. This arrangement also facilitates on-going communication and long term relationships between ESSI and the people being served.

PROGRAMS AND SERVICES

The general nature of ESSI services include providing information, consultations, presenting in-service and conference programs, preparing written materials, developing and/or analyzing social studies materials, and working with others to improve social studies education.

Work with local school systems begins with "needs assessment" and programs may move through a sequence of steps. Teachers are assisted in establishing their priorities and objectives, analyzing materials, choosing and piloting new programs, evaluating experiences with pilot materials, and finally implementing new programs on a wider basis.

From the first step of identifying needs to the final step of implementation, ESSI members continue to provide assistance. Sometimes this assistance is in direct contact with the total group; at other times, it is with an "inside agent" (supervisor, coordinator, department head, etc.) responsible for the continuity of efforts made by the teachers involved.

The anticipated outcome is for a significant and lasting impact on the teaching of social studies in the school or district involved.

TO LET US KNOW HOW WE CAN HELP,
FILL OUT THE ATTACHED CARD.

detach here

detach here

ESSI REQUEST FORM

___ We would like ESSI to contact us personally

___ We would like a workshop application

___ We would like more information about ESSI

A summary of our needs: _____

_____

_____

NAME _____ POSITION _____

SCHOOL DISTRICT _____ ADDRESS _____

PHONE _____

3-75

Guidelines for Doing Oral History

(from interview with Willa K. Baum)

1) Oral history, like any field work, requires a lot of personal guidance if it is going to be a valuable educational experience for the students. This guidance can come from school volunteers and teaching aides as well as from the teacher. Experienced students can help inexperienced ones, too.

2) The focus of the work of the class should be on one topic. Much of the value of the technique comes from students sharing their research and cooperatively evaluating the information they have obtained.

3) It is necessary to prepare carefully before starting the interviewing, although the class should not spend sc much time on this that the students lose interest before the interviewing begins. One aspect of preparation is "boning up" on background information. Both teacher and students should bring in primary source materials, such as old newspapers, wills, diaries, photo albums, and scrapbooks--things that will help students develop a more immediate feeling for the past than reading textbooks.

4) Another aspect of preparation is practicing interviewing techniques and using the equipment. The equipment should be very simple. Practice can be brief. Students might interview each other or members of their families and then discuss which techniques were successful and which weren't..

5) Even though many students will be able to come up with appropriate narrators on their own, the teacher should be prepared to help find narrators. (This means, too, that the topic chosen should be one for which suitable narrators are available.)

6) It is important for the teacher to see that the appointment for the interview is made through an official source. Students should not be solely responsible for explaining the project and should not have to risk being turned down just because they are adolescents. A printed explanation of the project on school stationery is helpful.

7) Students should go out in teams of two or three. One of the team members might be more experienced, perhaps a student from the previous year's course. The teacher probably shouldn't go along with secondary students--they should be allowed to sink or swim on their own. With elementary students, it's a different matter, though.

8) Students should be required to do two separate interviews so they can profit in the second from what they learned in the first. The first one should be "debriefed" before they go out to do the second.

9) Each student should summarize his or her own findings from the experience: what he or she learned personally from the experience, what he or she found out about the subject matter, how the findings fit into the broader perspective of the topic that the class as a whole has been working on.

10) The tapes should be evaluated when they are completed. They shouldn't just be done and put away. There should always be some sort of planned finale--a little publication of excerpts, an exhibit or multi-media presentation for the local historical society, a party with the narrators as guests.

Bibliography

Baum, Willa K. *Oral History for the Local Historical Society*. 1974. 63 pp. American Assoc. for State and Local History, 1400 8th Ave. So., Nashville, TN 37203. $2.25.

Bibliography of Oral History. 1971. Oral History Assoc., Waterman Bldg., Univ. of Vermont, Burlington, VT 05401. $2.00. Almost everything written on oral history before 1970, with comments.

"The Handling and Storage of Magnetic Recording Tape." *Sound Talk*, 3:1 (1970). Product Communications, 3M Company, 3M Center, St. Paul, MN 55101. Free. Excellent basic booklet on how to store tapes.

McCracken, Jane, ed. *Oral History--Basic Techniques*. 1974. 20 pp. Manitoba Museum, 190 Rupert Ave., Winnipeg, Manitoba R38 0N2, Canada. $1.00. Good examples of an interview question outline and an index to an interview.

Oral History Review, 1973. Oral History Assoc., Waterman Bldg., Univ. of Vermont, Burlington, VT 05401. $3.00. Contains some significant articles on legal considerations, oral history in teaching, oral history with Blacks, Indians, and Latin Americans, and oral history in Canada.

Recording Basics. Product Communications, 3M Company, 3M Center, St. Paul, MN 55101. $1.00.

Sound Heritage, 3:1 (1974). Aural History Institute of British Columbia, 40 Provincial Archives, Parliament Bldg., Victoria, B.C., Canada V8V 1X4. $2.00. Annual subscription, $4.00. This issue contains article on how to use oral history in radio broadcast.

Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. 1970. 533 pp. Pantheon Books/Random House, 201 E. 50th Street, New York, NY 10022. Paperback $1.50. Outstanding example of interviewing and selecting excerpts of interviews on a major theme.

Tyrrell, Wm. G. *Tape Recording Local History*. 1966. 12 pp. Technical leaflet 35. American Assoc. for State and Local History, 1400 8th Ave. So., Nashville, TN 37203. $0.50.

Wigginton, Eliot, ed. *Foxfire 1 & 2*. 1972, 1973. Anchor Press/Doubleday, 501 Franklin, Garden City, NY 11530. Approx. $5.00 each, paperback. Two books on how to live physically, socially, and morally, as told and shown by the old timers of Appalachia to the kids of Rabun Gap, Georgia, high school.

Keeping Track

You'll want to develop some sort of cataloging system for keeping track of the interview tapes. The form below is the one used by the Bancroft Library at the University of California, Berkeley.

MODEL CATALOGUE FORM*

General Topic of Interview_____

Date_____Place_____Length_____

Personal Data:

Narrator	Interviewer
Name_____	Name_____
Address_____	Address_____
_____	_____
Name, address of relative, friend	Relationship to narrator (co-
_____	worker, neighbor, etc.)____
Birthplace_____	_____
Birthdate_____	Length of acquaintance_____
Occupation(s)_____	_____
_____	What was the occasion of the
_____	interview?_____
Interview Data:	_____
Side 1	
Side 2	Subjects covered, in approxi-
Estimated time	mate order (please spell out
on tape:	names of persons and places
_____	mentioned).
_____	_____
_____	_____
_____	_____
_____	_____
*reprinted by permission	Use back of sheet if needed

Recent United States History Topics

A very appropriate use of oral history is in the traditional American history course offering. Prohibition, the Great Depression, the home front during World War II, and the peace movement are popular topics. Differences in the experiences of persons who lived in different areas of the country at the time, their social and economic statuses, their ethnic backgrounds--all of these provide excellent data for students to analyze before drawing conclusions about how one ought to accept the standard textbook coverage of an event. Some more recent events also lend themselves to this technique. Students might:

1) Collect interviews with veterans of the Vietnam War. Develop a retrieval chart which will show differences in experience, length of service, attitudes toward the conflict, acceptance of the treaty terms. Caution students about drawing conclusions from insufficient data, but do allow them to analyze the tapes and charts for trends. The Korean conflict might be studied in the same manner.

2) Develop a perspective on the energy crisis, pollution, or population growth. Interview older members of the community concerning their views now and their recollections as to the importance of these national problems in the past.

3) Analyze the impact of Watergate on the local political scene. Interview many members of different groups to see how their perceptions of that chain of events correlates with what they read or heard from the national news media. Have students compare this with their textbook presentation.

Summary Presentations

Simply sitting and listening to tapes can be dull. Suggest to students that they liven up the presentation of their tapes with a multi-media approach. They might:

1) Choose one topic of local concern, i.e., mine safety, and develop an edited tape on which several men describe the various equipment which has been developed during the mine's existence. Exhibit the equipment that is being described. This may have to be done through photographs.

2) Synchronize slides made from old photographs with comments made by eyewitnesses to some important local event--the day the courthouse burned down, for example.

3) Edit a tape of several people describing how an artifact was made. Examples include soap, quilts, horseshoes, water witch rods. Pass samples of the items around the classroom as the tape is being played.

4) Build scale models of some monument in the local area. Have "old timers" describe why it was built, how it was funded, and what kinds of controversies arose concerning it. (There are always controversies and these add spice.)

5) Make a movie of the history of the school. Have the oldest living graduates do the narration. Be sure that they are interviewed before the script is written, so that their reminiscences become the focal point.

CONTRIBUTORS TO THIS ISSUE INCLUDED
Christine Ahrens, Bonny Cochran, Nancy Dille, Fay Metcalf, Joan Russell, Georgiana Simon and Karen Wiley.

ChESS PIECES

The following ChESS Pieces were selected from documents processed by ERIC/ChESS for the May and June 1975 issues of *Resources in Education* (RIE). ChESS Pieces with MF (microfiche) or HC (zerography) prices are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210. Readers may find it useful to read the complete abstract in RIE before ordering the document from EDRS.

ED 100 735. *The Rodeo and Cattle Industry--Its Rich Spanish-Mexican Heritage. A Bilingual-Bicultural Resource Booklet for Teachers, Pre-School through Grade Six.* By Lena Archuleta, comp. Denver Public Schools, Colorado. 1973. 35 pp. EDRS price: MF - $0.76; HC - $1.95 plus postage.

This teacher resource book describes the Spanish-Mexican contribution to the cattle industry, rodeo, and cowboy culture. It provides background material, resources, and activities for developing a bilingual-bicultural education course for primary, intermediate, and upper grades. The first three sections discuss the cattle industry, American rodeo, and its Hispanic heritage. Section four contains examples of Spanish language contributions to western cowboy culture. Section five examines the history of the horse in North America, and the Spanish-Mexican horseman known as the "charros." Section six describes the "charreria," or the Spanish-Mexican horsemanship events, and compares them with the American rodeo. Section seven briefly describes the local Denver and Pueblo, Colorado, Charro Associations. Sections eight and nine provide songs, poems, and riddles of the Spanish-Mexican cowboy. The final three sections contain resources and learning activities on Spanish-Mexican contributions for primary, intermediate, and upper grades.

ED 100 766. *Social Studies Secondary Curriculum Guide on Russian History. World History Series. Bulletin No. 258.* Montgomery County Board of Education, Rockville, Maryland. 1972. 54 pp. EDRS price: MF - $0.76; HC - $3.32 plus postage.

This guide outlines a nine to eighteen week course of study for secondary level students on the history of Russia and the Soviet Union. The course teaches the concepts of change and continuity, cause and effect, structural complexity, societal interdependence, freedom and obligation, human needs and cultural functioning, and national behavior patterns. Suggested teaching techniques include the use of readings, audiovisuals, classroom discussion, debates, lectures, and student research and reports. The guide treats five major topics: (1) the origins of the Russian people as a matter of historical speculation, (2) the formative years of the Russian nation and the development of autocracy, (3) the Russian autocracy's retention and consolidation of power while withstanding great stresses and strains, (4) the failure of Russian autocracy to accommodate itself to change, and (5) the confronting of the world by the Soviet Union as a great and changing nation which still holds to the continuity of the past. Behavioral objectives, suggested activities and procedures, resource materials, and evaluation techniques are provided for each topic.

ED 102 053. *Understanding Our American Economy.* By Glen T. Nelson and Ray D. Nelson. Brigham Young University, Center for Economic Education, Provo, Utah. 1974. 231 pp. EDRS price: MF - $0.76; HC - $12.05 plus postage.

This handbook of economics reviews current economic activities in the United States, encouraging thinking and further study for the reader, rather than providing answers. The book provides a basic framework of knowledge in economics for a better informed citizenry to think clearly and objectively about economic issues in an attempt to combat economic illiteracy which the author considers a basic problem in the United States today. The approach used is to describe the organizations in the economy and to develop economic principles with emphasis on their application and use. Five parts deal with (1) the framework of the economy as it relates to consumers, workers, businessmen, and government employees; (2) prices and markets of the private enterprise system; (3) general view of economic change over a period of years; (4) the relationship of the United States with other countries; and (5) current economic problems of poverty, agriculture, food supplies, inflation, and the energy crises in relation to future economic development.

ED 102 048. *An Interdisciplinary Program Incorporating Population Studies for Intermediate Grades. Sedro-Woolley Project Report No. 13.* By Edwin N. Jungblom. Western Washington State College, Bellingham, Huxley College of Environmental Studies. 1971. 58 pp. EDRS price: MF - $0.76; HC - $3.32 plus postage.

The publication contains exercises on population education which can be used in social studies and science classes in grades 4-7. Although the language of the material is geared to the intermediate grades, the exercises can easily be adapted for primary, high school, and adult education. The publication's major objective is to change the lifestyle of people or to alter drastically the values that people have about finite Spaceship Earth. Teaching techniques include readings; classroom discussions; gathering, collecting, and analyzing data; developing hypotheses and drawing conclusions from data; constructing graphs; research; field trips; and writing essays. The major portion of the publication contains exercises dealing with population explosion, famine, epidemic, health and sanitation, death rate, birth rate, growth rate, and population estimates. Unit objective, teaching methods, student resource material, questions for discussion, and evaluation techniques are provided for each topic.

ED 102 061. *Learning Economics Through Children's Stories. A Bibliographic Reference.* By Andrew T. Nappi and others. Joint Council on Economic Education, New York, N.Y. 1973. 60 pp. EDRS price: MF - $0.76; HC - $3.32 plus postage.

This select, annotated bibliography provides elementary teachers with up-to-date resource references for effective use of children's stories dealing with economic ideas. The publication is divided into eight parts including an introduction which provides a rationale for selection of the annotated books and suggestions for classroom use. Part 2 contains an annotated listing of 101 children's stories in economics. Each annotation includes the story title, source of publication, the subject it emphasizes, reading level, and description of the economic ideas that can be drawn from the story content. Part 3 is an annotated survey of 21 selected research projects which deal with the areas of teaching economics in the elementary school. Part 4 contains a selected listing of 40 articles and reference materials relating to the teaching of economics. Part 5 provides a selective list of 22 journals and newsletters in the field. Part 6 lists professional organizations in the field. Part 7 includes a selected list of 23 bibliographies of children's stories. Part 8 gives the names and addresses of 44 publishers of the stories identified in this bibliography.

Deschool Primer-cont.

Primer No. 2, "Finding Community," is a guide to community research and action (217 pp., $3.45). The third primer, "Your City Has Been Kidnapped," is a collection of teaching strategies that utilize the city as a classroom (64 pp., $1.50). "Newsbook," Primer No. 4, is a collection of inventive lesson plans, games, and learning experiences (24 pp., $1.50). The fifth, "A Whale for Sale," contains ideas for the home learner (40 pp., $1.50). A scrapbook for problem solving, women's theatre, a visit to China, ideas for a child care center, and a learning fair comprise Primer No. 6 (128 pp., $3.50). No. 7 is another "Newsbook" and contains ideas ranging from space frames to imperialism, cooperation games, and a poetry kit (24 pp., $1.50). Magic is the topic of the eighth primer (40 pp., $2.50). The ninth is a "Wrestling Manual" that includes many "strange holds for learning." (128 pp., $1.50). No. 10 is a "Time Machine"--a historic workbook--which lists a variety of times and places to visit (224 pp., $4.50). No. 11 is the "30 Minute Sex Book" (48 pp., $3.00) and Deschool Primer No. 12 presents a collection of lesson plans and exercises to encourage learners to develop their own language (24 pp., $2.00).

Zephyros, the publisher of the primers, has also formed an educational exchange with the purpose of producing and distributing learning materials created by the classroom teacher. Materials developed will be sent to all members of the exchange in September and March of each year and will include everything from "books to posters, to lesson plans, to fantasy boxes, to plans for a geodesic dome." A $10 annual membership fee will be used to cover the production and distribution costs of the items.
To find out more about the educational exchange or to order a *Deschool Primer*, write Zephyros, Ron Jones, 1201 Stanyan Street, San Francisco, California 94117.

NEXUS

If you have an idea and would like to know if someone else has already used it, or if you need to know something fast about a nontraditional approach to postsecondary education, call NEXUS.

NEXUS, administered by the American Association for Higher Education, is a free telephone referral service that links people who are starting or revising programs in postsecondary education with people knowledgeable in similar areas. The purpose of the service is to encourage better use of resources and to improve programs for learners by providing greater access and rapid referral to information.

Questions that have already been responded to by NEXUS include: Who has used a self-paced instructional method to teach American history? Who has developed an ethnic studies program with special emphasis on blue-collar workers? Who is evaluating life experience of adult learners for academic credit?

NEXUS is not designed to do routine research which individuals might easily do themselves. Before calling NEXUS, survey all possible information sources on your own. If you have hit a dead end, then call NEXUS. When using the service: 1) make questions as specific as possible, 2) relay how the resource will be used, and 3) state the sources that have already been tried without success.

To use NEXUS, call (202) 785-8480

World History Materials

Books in World History: A Guide for Teachers and Students (1973) by W. Warren Wagar provides an annotated bibliography of available materials for teaching world history. In his discussion of teaching history, his selections, and his critiques, Wagar proceeds on the assumption that "history is a subject that demands creative thought far more than it demands a prodigious memory." Therefore, he stresses materials that not only familiarize the teacher and student with historical content but also provide new and different approaches to the study of history.

In his first chapter, Wagar presents ten ways to structure world history courses, practical advice on coping with the immensity of world history, and some helpful books on teaching history. Chapter two surveys reference materials that students and teachers may find helpful for finding books, writing term papers, preparing lessons, and conducting research. The remaining chapters survey the broad field of world history, with annotated bibliographies on Ancient Western history, East and South Asian history, Middle Eastern history, African history, Latin American history, and European history. A special list of books dealing with world history since 1945 is also included. More than 380 titles are listed.

Costing $4.95, this hardbound book can be ordered from Indiana University Press, Bloomington, Indiana 47401.

We Need Inputs
To Give You The Outputs

ChESS is always on the lookout for the products of sound research and development efforts from school systems, as well as from universities and educational organizations. Especially of interest are documents that might not otherwise reach a broad public, but could make a solid contribution to educational improvement if they were made generally available through such a system as ERIC. Do you know of such documents? If so, send two copies of reproducible quality to Acquisitions, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

Contributors to this "ChESS Board" include Christine Ahrens, Don English and Judy Hedstrom.

novation: Recommendations for Policy Makers and Administrators by Richard O. Carlson, Robert S. Fox, and W. Williams Stevens, Jr. This paper describes 24 generalizations about educational diffusion that were generated in discussions by the seminar participants. Each generalization is illustrated by examples of how it might be applied to real activities at four levels of administration: federal, state, district, and school building. The suggestions are directed to persons who control the resources related to educational diffusion at each of these levels, including officials of federal agencies involved in education, state education agency personnel, school superintendents, school board members, curriculum coordinators and specialists, principals, department chairpersons, and others.

If you are interested in ordering one, two, or all three of the Wingspread publications, fill out the order form below and send it along with your check, money order, or institutional purchase order to Publications Orders, SSEC, 855 Broadway, Boulder, CO 80302.

WINGSPREAD ORDER FORM

	Quantity	*Amount*
"Perspectives on Diffusion: Descriptive and Prescriptive." *SSEC Newsletter* (November 1973). Single copies free; bulk orders, 20¢ per copy.	_____	$_____
Wingspread Workbook for Educational Agents. By James M. Becker and Carole L. Hahn. Publication #180. $3.00 per copy; discounts available on bulk orders.	_____	$_____
The Diffusion of Educational Innovation: Recommendations for Policy Makers and Administrators. By Richard O. Carlson, Robert S. Fox, and W. Williams Stevens, Jr. Publication #181. $1.35 per copy; discounts available on bulk orders.	_____	$_____

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NEW AERA SPECIAL INTEREST GROUP

The American Educational Research Association (AERA) has formed a new Special Interest Group (SIG) for anyone interested in Research on Teaching Science-related Social Issues. One does not have to be a member of AERA to join.

Teaching about science-related social issues, such as control of the environment, use of chemical food additives, pollution prevention, and genetic engineering, poses several special problems. The issues are multidisciplinary in content and controversial in nature. Science teachers generally are not accustomed to leading discussions of a controversial nature and often lack expertise in the social aspects of the questions. On the other hand, social studies teachers are not always familiar with the technical aspects of the issues. Questions arise such as, Is team teaching of such issues a viable alternative? Are special techniques needed for teaching these issues? Are changes needed in teacher preparation? What are appropriate instructional objectives? What should be taught in the course? and What ethical problems arise in teaching about such subjects?

The SIG will serve as a communication network for the exchange of information and ideas in this area. A business meeting and symposium of the SIG are being scheduled for AERA's Annual Meeting next spring. Those interested in joining the group should send their name and address along with dues of $2 for two years to Laura C. Trout, 202 Education Building, Indiana University, Bloomington, IN 47401.

SSEC PUBLICATIONS CATALOG

The SSEC *Publications Catalog* will be sent to all *Newsletter* subscribers in a separate mailing by the middle of October 1975. Be on the lookout for yours. If for some reason you don't receive a copy, please be sure to let us know and we will send you one. All of the new publications, as well as the older ones, will be listed in the catalog.

SHORT TAKES/ANNOUNCEMENTS

New Educational Games

• *Mental Health,* by Tiff E. Cook and Paul F. Ploutz, is a game which teaches ways of coping with anxiety and stress. Participants begin with basic human needs. As the game continues, they face situations involving anxiety and stress which call for coping techniques to protect their basic needs. Simple instructions and methods allow two to six players, age 10 through adult, to play the game without assistance or supervision. For more information, write to The Lawhead Press, Inc., 900 East State Street, Athens, OH 45701.

• *Rip-Off,* a consumer education game inspired by current economic problems, is designed for use in secondary social studies and science classrooms. The card game makes use of situations that young people and adults face in making everyday purchases. Paraphrased lines from popular commercials emphasize some of the most frequently used sales appeals. Players are rewarded through skillful economic maneuvering and liquidation plays. For more information, write to Union Printing Company, 17 West Washington Street, Athens, OH 45701.

Teacher Education Materials

• *Competencies for Teaching,* by Laurence J. Peter, is a new four-volume competency-based teacher education program being introduced by Wadsworth Publishing Company. In developing the program, Peter began by focusing

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on the question, What do teachers do that cause children to learn? This led to an intensive study of effective teacher performance. Research and development of the program was conducted at the University of British Columbia and the University of Southern California. All components have been field tested, evaluated, and revised. The four volumes, set up in a developmental sequence, can each be used independently within the traditional teacher education curriculum. Titles include *Volume I: Individual Instruction, Volume II: Classroom Instruction, Volume III: Therapeutic Instruction,* and *Volume IV: Teacher Education.* For more information, write Wadsworth Publishing Company, Inc., 10 David Drive, Belmont, CA 94002.

Pilot Teaching Opportunity

• A series of books on contemporary social issues utilizing a value inquiry approach is scheduled for completion by January 1976. The books are designed for use by high school students. Some of them are now being published by Hayden Book Company, Rochelle Park, New Jersey, under the title *Hayden American Values Series: Challenges and Choices,* Jack Nelson, series editor. Each book includes case studies, factual resources, opposing viewpoints, "futuristic scenarios," and suggestions for social action related to a particular social issue. A similar approach for less sophisticated readers is in the developmental stage, the first materials to be completed in 1977. Pilot teachers for this program are being sought. For further information contact Jack Nelson, Professor of Education, Rutgers University, 10 Seminary Road, New Brunswick, NJ 08903.

Curriculum Materials

• Materials for the Multicultural Curriculum Project for grades 4-6 were tested in six classrooms at Fremont Elementary School in Riverside, California, last winter and spring. The resulting *Fremont Multicultural Manual* will be available this month from Riverside Unified School District, Office of Special Projects, 3954 12th Street, Riverside, CA 92502, Attention: Ms. Julie Peters.

• In another multicultural project, Carlos Cortés will be working with the Sweetwater High School District, Chula Vista, California, in the development of a multicultural approach to teaching a basic U.S. history survey course. Information on the resulting materials can be obtained this fall from Dr. Stanley Levenson, Office of Special Projects, Administration Center, Sweetwater High School District, Chula Vista, CA 92012.

Conference

• The Comparing Political Experiences Diffusion Project is organizing and sponsoring six three-day conferences, each in a different region of the United States, for the purpose of disseminating information about *Comparing Political Experiences,* a year-long course in civics and government for high school students. Participants will be informed of the conceptualization, development, and use of the program; will devise ways to further improve the course in order to increase the possibility for widescale adoption; and will consider methods for facilitating the implementation and use of the program. Such persons as social studies department chairmen, high school principals, curriculum supervisors, assistant superintendents with curriculum responsibilities, state department of education personnel, opinion leaders, and university faculty such as teacher educators will be attending the conferences. Expenses other than travel to and from the conferences will be covered by the project. Application deadlines are rapidly approaching so all persons interested in attending should write as soon as possible for further information to Howard Mehlinger, or Stuart Lazarus, Co-Directors, Comparing Political Experiences Diffusion Project, Social Studies Development Center, Indiana University, 513 North Park Street, Bloomington, IN 47401.

Appendix D
(see page 2)

SSEC Social Science Education Consortium
NEWSLETTER
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CONCEPTS AND STRATEGIES FOR MULTIETHNIC EDUCATION

by

Carlos E. Cortés
University of California, Riverside

Carlos E. Cortés is Associate Professor of History and Chairman, Chicano Studies, at the University of California at Riverside. During this last year he collaborated with staff members of the SSEC's Ethnic Heritage Studies Project in developing a paper for the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS). The paper is entitled Understanding You and Them: Tips for Teaching about Ethnicity in Precollege Social Studies. *It will be available this winter as a joint publication of ERIC/CHESS and SSEC. The following article is an excerpt from the introductory chapter to the paper. In this chapter, Cortés discusses what ethnic studies is, where it occurs, why it should be included in the curriculum. Subsequent chapters suggest specific teaching activities, guidelines or selecting material, and instruments for evaluating ethnic studies programs.*

How do we proceed with developing multiethnic education in the schools? Involved in the effort are:

1) creating multiethnic teaching concepts,
2) developing multiethnic teaching strategies, and
3) incorporating multiethnic concepts and strategies into all aspects of the K-12 curriculum.

Here I shall deal only with the first two items. I shall describe eight concepts that should be considered in the development of a multiethnic curriculum and suggest ways to implement them in the classroom. Although the concepts and strategies are only indicative of the possibilities for multiethnic curriculum development, it is my hope that these ideas will stimulate systematic thinking and action in regard to multiethnic education.

U.S. History as a Multidirectional, Geocultural Phenomenon

A basic structural concept that pervades U.S. education is the ethnocentric view of the country as a strictly unidirectional product of civilization that spread from Western Europe across the Atlantic to the east coast of what is today the United States and then west to the Pacific. Within this approach, ethnic groups appear almost always in two forms—as *obstacles* to the advance of westward-moving Anglo civilization or as *problems* which must be corrected or, at least, kept under control.

The underlying rationale for this frame of reference is for the most part *political*—the idea that the development of the United States should be viewed as a process that occurred in an east-to-west direction *within* the national political boundaries of the country. However, in applying this frame of reference, educators have been somewhat inconsistent. Most surveys of and courses on U.S. history discuss the geography of the area that ultimately composed the U.S. Yet the fertile lands, valuable minerals, and important rivers that helped make the U.S. wealthy and powerful were all here before there was a United States. These books also dwell on the 13 British colonies, although they did not become part of an independent nation until 1776. And such historical events as the Texas Revolution of 1835 and the Lone Star Republic are generally included in surveys of U.S. history, although Texas did not become a part of the U.S. until annexation in 1845. Thus, even the traditional study of U.S. history does include phenomena outside of the political boundaries of the country as a part of the United States' experience.

Yet educators have deviated inconsistently from this rigid political framework. While including land, minerals, rivers, English colonists, and Texas as significant parts of the U.S. experience *even before* they became part of the political unit, educators have not adequately included those Native American, Hispanic, and Mexican civilizations that developed on land that ultimately would become part of the United States. While focusing on the east-to-west flow of civilization from Europe, U.S. schools have devoted little substantive attention to the northwesterly flow of civilization from Africa to America, the northerly flow of Hispanic and Mexican civilization, and the easterly flow of civilizations and cultures from Asia. At best, most books and curricula on U.S. history, society, and culture give only token recognition to the development of cultures in America prior to the coming of the European; the growth of the Native American, Hispanic, and Mexican civilizations *before* the U.S. conquest of their territory; and the flow of civilizations into the United States other than east-to-west from Europe.

Let us reject the distorting, unidirectional approach to the study of the United States. Instead, let us introduce the variety of cultural experiences that have composed the *total* U.S. experience. The rationale for this alternative is *geocultural* instead of political. Rather than look just at the political U.S., our educational system must deal *consistently* with the development of the entire geocultural area which

eventually became a part of the United States. Moreover, the flow of cultures into the United States must be viewed multidirectionally, with the rich diversity that resulted for our nation.

For students to obtain an understanding of the United States in all of its cultural and ethnic dimensions, the school curriculum should include, from the first year, the continuous, parallel study of the various civilizations which developed in the geocultural United States. Through this conceptual framework, we can examine such multiethnic topics as:

1) the varieties of Native American civilizations;

2) the European- and African-descent explorers and settlers of both northern Mexico (later the U.S. Southwest) and the Atlantic colonies;

3) the relations of Native American civilizations with the expanding U.S. society from the east and expanding Mexican society from the south;

4) the types of British colonial, United States, Spanish colonial, Mexican, and independent Native American economic systems, political systems, philosophies, cultural patterns, class and caste structures, literary and artistic traditions, and concepts of law, land, and water rights.

5) the social and cultural origins of the varieties of peoples who entered the United States from various directions;

6) the impact of these people on the development of U.S. culture and society and the converse impact of the U.S. on them;

7) the process of cultural and ethnic conflict, fusion, and co-existence.

Multiethnic Perspectives

Schools need to provide more than dominant-society perspectives. Note—I did not say *the* dominant-society perspective. There is no such thing. There is no monolithic dominant-society viewpoint any more than there is a monolithic ethnic-group perspective. In other words, not everybody of any group thinks alike.

However, almost all textbooks and curricular designs for the pre-presentation of U.S. society are based on some perspective from the dominant society. To correct these distortions, we need to introduce multiethnic perspectives throughout the entire study of the U.S. experience.

Described below is an application of the multiethnic perspective to a selected event, the Cherokee Removal—the U.S. government's forced movement of the Cherokees (as well as Choctaws, Chickasaws, Creeks, and other Native Americans) from their homes in the South to the western U.S. There are a number of dominant-society perspectives on this event. One perspective holds that Indians were obstructing the westward expansion of U.S. civilization and had to be moved in order to provide room for Anglo-American westward migration and settlement. A second perspective holds that the U.S. should be ashamed of the injustices committed through this forced removal and should continue making amends through various forms of compensation. A third perspective holds that, although the Cherokee Removal was unjust, it happened long ago, the clock cannot be turned back, and contemporary Anglos should not be forced to shoulder the guilt for events that occurred more than a century ago.

While there are variations in these perspectives on the Cherokee Removal, usually missing from general U.S. history books are perspectives from U.S. ethnic groups. What did the "removed" Indians think? What were the varieties of opinions about the Removal among Cherokees, Choctaws, and others? What did the western Native Americans think when they saw eastern Indians being moved onto *their* land? How did Black people perceive this forced movement of another "colored" population? How did northern Mexicans (soon to be conquered and annexed to the U.S.) view this massive forced population movement? Were there any differences among white ethnic groups in their attitudes toward the Removal?

By asking such questions multiethnic perspectives can be incorporated into the study of the U.S. experience. Nontraditional sources, excerpts from ethnic writings, provocative questions, and role-playing are kinds of techniques that teachers, curriculum developers, and textbook writers can use to introduce multiethnic perspectives.

Comparative Ethnic Experiences

The teaching of the experiences of U.S. ethnic groups has suffered from reliance on simplistic depictions of the experience of one ethnic group as "just like" that of another group. While there may be certain similarities among the experiences of various ethnic groups, there are also salient differences that invalidate such a "just like" approach. As a unique composite, the experience of each ethnic group differs from all others.

The "just like" approach blurs the special qualities and demeans the uniqueness of each group. Moreover, it leads to the creation and reinforcing of broad, distorting stereotypes of "ethnics." Finally, by creating such misunderstanding, it ultimately impedes valid analysis and decision making.

In contrast to the "just like" approach, we should teach about ethnic groups through the study of comparative ethnic experiences. A series of categories of experience that cut across ethnic lines can be developed and used to guide comparisons of various groups. Let us take two examples.

1) What different forms of prejudice and discrimination has each ethnic group experienced? What have been the differential effects of these different types of prejudice and discrimination? What have been the varying attempts of society to eradicate this prejudice and discrimination in relation to each group? How successful have these efforts been in reducing prejudice and discrimination toward each group?

2) By what means did various ethnic groups become a part of U.S. society—conquest, free immigration, or forced migration? When did these groups become part of U.S. society? What have been the differential effects on these various groups of the time and manner in which they entered life in the U.S.?

These questions indicate the types of analytical categories that can be developed for comparing ethnic experiences. The goal of this comparative approach is *not* to make value judgments about various ethnic groups but to develop an understanding of the different ethnic group experiences.

Society as the Problem

Most journalistic and scholarly discussions of minority

groups are based on the implicit assumption that these groups are *problems*.

Such descriptions take various forms—characterizations of ethnic groups as racially inferior, culturally deprived, underachieving, overly traditional, and/or unassimilated. In each case the thrust of the discussion is unidirectional—the ethnic group is the problem. Change the group, make it conform to U.S. society *as the author conceives of it*, bring it into the mainstream, and the problem will disappear.

The pervasiveness of the ethnic-group-as-problem idea has had a deleterious classroom impact. It leads to asking loaded questions: What about an ethnic culture impedes educational attainment? What about ethnic groups makes them violent or unambitious or undependable? What about the nature of some ethnic groups prevents them from achieving as other Americans? Such lines of inquiry create their own answers—stereotypes. Although the details may vary, the student is directed to operate on one basic assumption —the ethnic group is the problem.

Moreover, the constant classroom reference to and textbook depictions of ethnic groups as problems has disastrous consequences for student self-image and intergroup understanding. How long can ethnic students be expected to experience their group being designated a "problem" before this repetition creates a negative self-image? And what are the long-range effects of this same repetition in convincing Anglo students to view ethnic people as problems?

Teachers should reject the ethnic-group-as-problem frame of reference in favor of an alternative analytical concept—society as the problem. With the society-as-problem exploratory concept in mind, the examination of the social problems faced by ethnic group members assumes an entirely different tack.

Instead of asking what about ethnics is a problem, the question should be, What aspects of our society create problems for members of ethnic groups? What facets of our economic system lead to low income and poor jobs for ethnic group members? How does the political process keep ethnic groups generally in a position of powerlessness? What features of our educational system lead to underachievement by ethnic children? Such lines of inquiry—an outgrowth of the society-as-problem frame of reference—will help eliminate negative stereotyping, reveal the obstacles faced by ethnic group members, and lead to a new understanding of the societal reforms needed to create true equality within our nation.

History of Ethnic Activity

In applying the society-as-problem concept, teachers must drop still another invalid frame of reference—the concept of ethnic passivity. The recent flood of scholarly and journalistic accounts of prejudice against, discrimination against, and exploitation of ethnic minority groups has helped create a greater awareness of the historical and contemporary inequities of our society. However, the preponderance of books and articles about actions toward (usually against) ethnic groups as contrasted with the relatively few studies of ethnic activity itself has produced the distorted impression that the experience of ethnic groups has been essentially a passive one—as the passive recipients of discrimination and exploitation.

In examining intergroup relations, the teacher must avoid using a simple ethnic passivity (exploited/discriminated against) model. Although discrimination and exploitation are essential aspects of the ethnic experience and should be examined honestly in school, these themes should not be permitted to monopolize the study of ethnic groups.

The experience of each ethnic group is a unique composite of a vast variety of human activities. In studying these experiences, teachers should focus not only on what has been done to ethnic groups, but also what ethnic people have done. By using the history-of-ethnic-activity exploratory concept, educators can help eradicate the distortions produced by the purveyors of the mythology of ethnic passivity.

The Ethnic People

While applying the history-of-activity concept, the teacher must also avoid the limitation of still another commonly used, distorting frame of reference—the attempt to describe the multiethnic experience through a parade of ethnic hereoes and success stories. Certainly heroes and success stories compose *part* of that experience. Children of an ethnic group can develop greater pride and others can develop greater respect for that group by learning about its heroes (heroes either to their own culture or to the nation at large) or its lawyers, doctors, athletes, musicians, artists, writers, and other "successes." However, the teaching of the multiethnic experience often becomes little more than a glorification of ethnic heroes or an extended exercise in "me too-ism"—the listing of ethnics who have "made it" according to dominant society standards.

The over-reliance on these educational cliches obscures the very essence of the multiethnic experience. This essence is neither heroes nor "me too" success stories, but rather the experiences of ethnic people as a whole. Educators should focus on the diverse aspects of ethnic people of all walks of life—their activities, their culture, their life styles, their joys and sufferings, their conflicts, and their adaptation to an often hostile societal environment. Moreover, in the discussion of heroism and success, attention should be paid to the worth of each individual's life and the values of each ethnic group, not only the standards established by the dominant society. In human terms, should a bank president or athletic hero automatically be considered more of a success than a laborer, a devoted parent, or a good neighbor?

All members of ethnic communities—not just ethnic leaders—make ideal sources for study. Writing family biographies and autobiographies, doing research in the community, and bringing local ethnic people into the classroom to talk with students are all effective strategies for implementing this concept.

Essentials of Experience

The study of ethnic people must be just that—the study of the *experiences* of ethnic people. Unfortunately, much of current ethnic studies has not progressed beyond the superficial presentation of the symbols of ethnic groups.

Ethnic studies is not simply demonstrating Mexican dances, designating a soul food day in the cafeteria, displaying traditional Asian clothing, playing Native American music, or showing white ethnic art. All of these can be valuable parts of "multiethnicizing" the educational pro-

cess. But too often this incorporation of the external symbols of ethnic groups comprises the totality of a school's commitment to ethnic studies. This is no more than educational tokenism.

The presentation of these ethnic symbols—rituals, music, art, poetry, clothing—must be augmented by the study of the essentials of each group's experience reflected by these symbols. While developing an appreciation for the aesthetics of ethnic music, poetry, art, dance, clothing, food, and other such cultural elements, students should delve into the experiential significance behind these symbols. What do the varieties of Mexican dances reveal about the Mexican culture and experience? How did soul food develop historically and how does it reflect the Black experience? What brought about the creation of different kinds of Asian clothing? What Native American cultural values are dramatized by the rich diversity of Native American music? What do the creations of white ethnic artists say about their respective cultures and experiences?

Teachers must strive not only to develop among *all* students an appreciation of the external symbols of *all* ethnic groups. Using the essentials-of-experience concept, they must also strive to promote an understanding of what these symbols say about those groups, reveal about their experiences, and express about their values.

In addition, teachers should provide opportunities for students to participate *internally* in the experiences of ethnic groups. The reading and hearing of ethnic poetry, short stories, novels, plays, and essays can create a feeling for the experience of an ethnic group. Ethnic music, art, and dance can reveal the fiber and emotion of the group. Autobiographies of ethnic people provide intimate personal views of what it means to experience life in the U.S. as a member of an ethnic group. Living autobiographies can be presented to students by having them visit ethnic communities and inviting members of ethnic communities to discuss their experiences with the class. And students should be placed in role-playing situations, where they can experience —if only in an artificial and transitory manner—what it means to be a member of various ethnic groups. In short, to paraphrase a traditional Native American expression, ethnic studies should enable all students to "walk a mile in the moccasins of others."

Interrelationship with Society

While applying the essentials-of-experience frame of reference, educators must not restrict their focus to the experience *within* ethnic cultures. Obviously the study of ethnic cultures is a vital aspect of developing a multiethnic curriculum. Ethnic literature, art, music family structure, religion, values, and traditions deserve sensitive attention.

But multiethnic education must push beyond the study of ethnic cultures in the study of the historical and contemporary interrelationship of each ethnic group with the rest of U.S. society. This will help students develop an understanding of the unique problems each ethnic group has faced and currently contends with in U.S. society. Moreover, the application of this concept can reveal the kinds of changes necessary for creating a society of equal opportunity for all regardless of ethnic origin.

Conclusion

Finally, multiethnic educational reform necessitates the full incorporation of the study of ethnicity and ethnic groups throughout the entire school curriculum, beginning with preschool and kindergarten, in every subject area from social studies to literature, from mathematics to music, from science to industrial arts, from language arts to physical education. Such an educational process can help students acquire greater understanding of their own heritage and the heritage, culture, and experiences of others. It can help create better intergroup relations based on the solid foundation of serious study. And it can help develop in our young people the commitment to and the tools for building a better society for all.

RESPONSES TO KUHN ARTICLE

The following exuerpts are from readers' comments on Alfred Kuhn's "System-Based, Unified Social Science," which appeared in the April 1975 *SSEC Newsletter.*

"Some of my views may be different from those of other readers because I'm a psychologist and I work in a university. . . .

"Elsewhere . . . I have described the historical trends and current patterns which have led to a dominant 'fact-gathering' emphasis in psychology. Because of the resulting lack of theory construction ventures . . . the educational practitioners . . . find themselves 'stuck' with the problem of integrating facts and views from many different facets of psychology.

"Kuhn's paper (and related works) should be of interest to *SSEC Newsletter* readers for two major reasons: 1) Based on a review of psychology literature during the 20th century, it is my belief that psychologists and other social scientists will be constructing theories and using findings accumulated from 'fact-gathering' ventures to a greater extent in the next two decades than has been the case during the previous two and a half decades. Kuhn's approach is probably representative of at least one type of venture in theory construction. 2) The past decade or two has included greater evidence of empirically tested (or testable) *education theories* than was true during previous times. Kuhn's views and his approach should provide interesting ideas to educators who may wish to *construct* theories as well as to educators who have been and will be faced with decisions about *using* available education theories." (Glen E. Snelbecker, Professor of Educational Psychology, Temple University)

"The modern social sciences have grown out of the earlier study known as moral philosophy. Moral philosophy studied the laws of mind (as distinct from the laws of matter) with a mixture of rationalistic and empirical methods. It did not use the experimental method of modern science. It was a distinctly pre-Darwinian approach to knowing.

"Economics had the misfortune to be the first social science to separate itself from moral philosophy. Although its subject matter grew distinct from this earlier unified science, the theories of economics continued to depend on the archaic methods of moral philosophy. Of the social sciences, economics is the least emancipated from rationalism and empiricism. The heart of economics—price theory—is still a body of deductive tautologies held to be law-like generali-

THE ERIC ChESS BOARD

ERIC Clearinghouse for Social Studies/Social Science Education

NATIONAL ACQUISITIONS NETWORK LUNCHEON/WORKSHOP

ERIC/ChESS will be holding a luncheon and work session for approximately 50 members of the ChESS National Acquisitions Network during the 1975 National Council for the Social Studies annual meeting in Atlanta. Invitations to the session were mailed in October.

The Network is made up of over 230 social studies professionals and includes members of the ChESS National and Local Advisory Boards, state social studies specialists, professors, curriculum developers, and various people in the field of social sciences who have indicated an interest in locating documents or sources for ERIC input.

The sessions are designed to help staff become better acquainted with members of the acquisition network, to provide information to network members, to answer questions members may have concerning the system in general or the ERIC processing operation, and to share ideas on document selection.

- OUTREACH ACTIVITIES -

Southwestern Regional Standing Order Customer Workshop

On October 23 and 24, ERIC/ChESS cooperated with the ERIC Clearinghouse for Rural Education and Small Schools (ERIC/CRESS) in conducting a workshop for ERIC microfiche collection holders from a seven-state region. Thirty-two representatives from educational institutions and organizations in Kansas, Colorado, New Mexico, Texas, Arkansas, Oklahoma, and Louisiana met in San Antonio, Texas, as part of a series of nationwide workshops designed to familiarize microfiche holders with the operations of the ERIC system.

Kansas State Department of Education Information Workshop

Two ChESS staff members participated in a workshop in Emporia, Kansas, November 17-19. Sponsored by the Kansas State Department of Education, the purpose of this workshop was to familiarize representatives from various colleges and universities in Kansas with computer information retrieval. Working with Dr. Richard Herlig of the Office of Information Services and Retrieval, our staff discussed and demonstrated how ERIC documents are acquired, selected, abstracted, and indexed. They also taught workshop participants how to do on-line computer retrieval of ERIC tapes.

Having a workshop? See page 4 for details on how we can help.

NATIONAL ADVISORY BOARD MEETING

On October 9 and 10, 1975, ten members of ERIC/ChESS's National Advisory Board met in Boulder to give advice and set directions for 1976 clearinghouse programs. The Board members in attendance were Richard Brown, Cheryl Charles, June Gilliard, Emily Girault, Ronald Havelock, Nicholas Helburn, Dana Kurfman, Francis Pratt, Jan Tucker, and John Tucker.

After getting acquainted with the ChESS staff, the Board reviewed the purposes of the National Advisory Board meeting and then broke into small groups to discuss possible information analysis products for 1976. Thursday afternoon was spent with the staff examining these suggestions and making final recommendations for the forthcoming year. The following morning, the Board offered suggestions on how to improve ERIC/ChESS's user services, user service products, linkages with professional organizations, and document input into *Resources in Education*.

Before adjourning the Board nominated five new Advisory Board members to replace the members whose terms expire this year. These new members will include two university social scientists or social studies educators, one school supervisor or administrator, and one expert in curriculum development and dissemination.

We at ERIC/ChESS would like to express our thanks and appreciation to the members of our National Advisory Board who attended this meeting. Their advice and direction was especially helpful and productive.

1975 Publications Now Available From ERIC/ChESS

The following are new publications available from ERIC/ChESS. They have not yet been put into *Resources in Education* and do not have ED numbers assigned them. Their SO numbers are given and these can soon be cross-referenced to ED numbers. Price information for these publications may be obtained by writing to Publication Orders, SSEC, 855 Broadway, Boulder, CO 80302.

Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography. By Douglas P. Superka, Christine Ahrens, Luther Ford, Judith Hedstrom, and Patricia Johnson. Available from Social Science Education Consortium, Inc. Ask for publication #176. SO 008 489.

Designed as a resource guide for teachers, curriculum coordinators, and other educators, this book is an outgrowth and amplification of an earlier work, *Values Education: Approaches and Materials*, a joint ERIC-SSEC publication. The *Sourcebook* focuses on five major approaches to values education: inculcation, moral development, analysis, clarification, and action learning. For each approach, there is a detailed explanation of the rationale and purpose; a description of teaching methods and an instructional model, and an illustrative activity, followed by several analyses of student and teacher materials. Each of the 84 analyses includes data on availability and grade level, a statement of rationale and objectives of the particular material, a summary of content and teaching procedures, and information on student evaluation as well as materials evaluation, when available. Two additional approaches, evocation and union, are also discussed and explained. The bibliography, classified by approach, includes student materials, teacher materials, theoretical materials, and research studies and articles. Additional materials, including selected documents from the ERIC system, are cited but not classified by approach.

Directory of Social Studies/Social Science Service Organizations. By Frances Haley and Regina McCormick. Available from Social Science Education Consortium, Inc. Ask for publication #177. SO 008 474.

Social studies educators are often heard to lament the fact that information, resources, and services in various areas are lacking; however, frequently what is lacking is knowledge about such sources. ERIC/ChESS has attempted to remedy this situation through the development of a directory of social studies/social science service organizations. In the *Directory*, authors comprehensively describe 111 organizations, providing information related to the types of services, grade level, subject area, publications, purpose, and current projects offered by each organization. The publication also includes a list of publishers which indicates whether they provide inservice teacher training for educators who purchase their curriculum materials and, if so, the cost of the training.To facilitate use, the *Directory* contains a cross-reference section which categorizes the organizations according to their acronym, name of director, geographic area served, and grade level focus.

Materials for Teaching about the Bicentennial: An Annotated Bibliography. By Karen B. Wiley and Roxy Pestello. Available from the Social Science Education Consortium, Inc. Ask for publication #183. SO 008 475.

This booklet is for social studies teachers of kindergarten through twelfth grade who want to know what curriculum materials are available to help observe the Bicentennial in their classrooms. It contains 89 annotated entries describing selected student and teacher materials; describes 14 organizations that can provide additional resources; and lists all the state departments of education and state and regional Bicentennial Commissions which can be contacted for additional help. The curriculum materials section is organized into four parts. The first part contains materials that focus primarily on the Heritage theme--that is, America's past. The second section contains all the materials that deal with the Festival theme--the present state of the nation; the third section includes materials that focus on the Horizons theme--the future of the United States. The fourth section lists materials that bridge all themes. An index in which all curriculum materials are cross-referenced by subject, area, and format is included.

Tips for Teaching about the Bicentennial: Four Demonstration Lessons. By Allan O. Kownslar. Available from Social Science Education Consortium, Inc. Ask for publication #182. SO 008 476.

In this publication, Mr. Kownslar provides four self-contained units for teaching about America's Bicentennial. Each lesson begins with a relevant example and then progresses to a parallel historical problem. Lesson I examines the concept of dedication through the study of problems George Washington faced as Commander-in-Chief of the Continental Army. Lesson II examines nineteenth-century American Black humor to show how humor can make light of problems people face, perpetuate emotional stability, and contribute to the growth of a people. The third lesson deals with the life of Maria Mitchell, a noted nineteenth-century astronomer. A study of her life illustrates both the typical problems women have had to face and the American urge to conquer new frontiers. The last lesson deals with loyalty conflicts by examining the roles played by many Japanese-Americans while serving the Allied cause during World War II. Each lesson contains cognitive and affective objectives, teaching suggestions, student materials, and an annotated bibliography of additional and related sources.

Contributors to this "ChESS Board" include Sydney Meredith, Judy Hedstrom, and Don English.

ERIC ChESS

Looking At

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November 1975

DEATH and DYING

purpose

Looking at... is published to let you know what we know about an emerging topic of interest or current concern to elementary and secondary social studies teachers. We, after all, are a "clearinghouse." We select, abstract, and index current hard-to-obtain documents for *Resources in Education* (RIE) and current periodical articles for *Current Index to Journals in Education* (CIJE). Also, we commission or prepare social studies practical guidance papers, interpretive papers, and reference tools when need, literature, and practice warrant. In the process of doing this work we get around, talk with many people throughout the country, have many visitors, and receive many letters and telephone calls for information about who is doing what, and what is the latest activity on a topic. Before enough theory, practice, or materials have crystallized or surfaced to warrant a practical guidance paper, we hope to make available information about practice, people, materials, and ideas on new topics--performing a clearinghouse and communication function through *Looking At*....

Looking At... is also intended to be a catalyst that increases communication from you to the clearinghouse. Please send us descriptions of your work, announcements, questions, syllabi, guides, experimental materials, and suggestions for possible topics for future issues of *Looking At*....

INTERVIEW: Elisabeth Kubler-Ross, M.D.

More and more people today are expressing an interest in death and dying. Some teachers have already incorporated courses on death into their curricula. To find out more about the subject and how it can be taught in the classroom, we interviewed Dr. Elisabeth Kubler-Ross of Ross Medical Associates in Flossmoor, Illinois. Dr. Kubler-Ross has conducted scores of workshops on the care of dying persons, done extensive research in the field, and counseled many dying patients. Over one million people have attended her lectures and seminars. The results of her work are published in her book, *On Death and Dying* (New York: Macmillan, 1970).

Dr. Kubler-Ross was interviewed by June Ramos and Celeste Fraser, Staff Assistants of the ERIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium.

Kubler-Ross: I grew up in Switzerland which seemed like an island of peace surrounded by war. When I was thirteen years old, I promised myself I would do something to help prevent this kind of holocaust from reoccurring. So the day the war was over, I began traveling through Poland, Russia, and Germany doing relief work. And then I saw the concentration camps! In one, 936,000 children were killed. Children! When you smell the concentration camps, when you see the gas ovens and the crematoriums and the trainloads of baby shoes, you cannot ever, ever forget that. The issue is not so much death and dying, but how do you raise a child to become a meaningful, beautiful, caring, loving, peaceful person? I've been studying that ever since. Dying patients look back at their lives and separate what is meaningful and what is not meaningful.

Question: Can you describe your involvement in bringing death and dying to the attention of the general public?

Kubler-Ross: We have interviewed over a thousand people during the last eleven years. In the first five years they were almost exclusively adults; in the last years, almost all children. Few people are comfortable talking with children about death and dying. Our interviews include not only children who are losing a loved one, but children who are dying themselves. It is beautiful how children can come to grips with death if they have one grown-up who can talk about it without making it a nightmare.

Question: Most people naturally fear death. What has spurred the current interest in death and dying?

Kubler-Ross: Ultimately, it's because of our own destructiveness. We have become so destructive as a society that if we were to continue as we have in the last thirty years, the issue would become a "to be or not to be" question, not only for our nation, but for the whole world. We have become terribly destructive with our resources which we need for survival. If we do not face our own destructiveness, there will be no life possible for our children and grandchildren.

Question: Do you think people are beginning to face that fact?

Kubler-Ross: Oh yes. Our young generation has already faced the issue of our own destructiveness. That is why so many of our young generation reject everything in our society now. We judge this as negative; however, I see it as a very positive confrontation with reality. I'm thinking about water, pollution, trees, forests, and mineral resources, but that's only one side. The other side is our destructiveness in terms of nuclear weapons and war. We killed 250,000 in Nagasaki and Hiroshima alone. This could happen here. If there were another nuclear war, there would virtually be no tomorrow for our children and grandchildren, not because every city would be destroyed, but because of the effects of radiation. So unless we face our own destructive-

Continued on Page 2

ness now, which is like one minute to twelve, we have no chance. I think it's the young generation, probably triggered by the war in Vietnam, that is facing the reality. And I'm really, really proud of them.

Question: Do you think because the younger generation has recognized this destructive force, they can more easily cope with death and dying?

Kubler-Ross: Simply facing the reality of a death-denying society does not make it easier. The next step is to find ways of coming to grips with it, and the younger generation is really trying to do that. This is evidenced when I speak at colleges. The majority of people who attend are young people.

Question: Do you feel that death and dying should be taught in the classroom?

Kubler-Ross: The younger the better! I started teaching it in medical schools and colleges. We then started it with high school students, who are very receptive and ready for it. Recently I talked to fourth graders; it is beautiful how fourth graders can talk about and understand issues of death and dying. So I think if you can reach fourth graders and talk with them about death, without lecturing them, you can do a lot of preventive psychiatry. If people at a younger age would accept death as a normal part of life, they would have a very different appreciation of life. If children are to experience death as a natural occurrence, the first thing we have to do nationwide is take down those stupid signs in hospitals that say "no children allowed." If you avoid the issues of illness, old age, and death with children, they are naturally not prepared. My big dream is that you take most people home to die. We ship old people to nursing homes; grandmas come home for Christmas, and then we ship them off again. This gives the child no experience with old age. We ship patients to hospitals and virtually exclude children from visiting sick people. They naturally must think that something horrible is going on behind those walls. Why can't we share our grief, our fears, our anger, our anxieties? We need to take the mystery out of death, along with the pretense and the lies.

Question: How should death education be taught, and what can a teacher do to prepare for teaching it?

Kubler-Ross: There are very few teachers who are ready, prepared, and educated to teach about death. Teachers who have such a terribly important role in the life of the future generation are the first ones who should be taught. There are no courses for instructors per se. Ten years ago we had the first interdisciplinary course on death and dying, the only one in the country. Last year in the United States alone there were twenty thousand courses on the care of dying patients. Although some were only one-day lectures, there are still a lot more now than there were ten years ago. I now offer one-week, in-depth workshops throughout the country. Almost every workshop has one or two teachers who then return to their schools, hopefully better equipped to deal with students who experience a death in their family.

Question: If a teacher is not adequately prepared to deal with a course in death and dying, could this have adverse effects on the student?

Kubler-Ross: You have the same problem when you teach sexuality in schools, or even math. It's the same with every kind of teaching; you have good teachers and bad teachers. Children are much healthier and less vunerable than we think. We are really not that powerful to do permanent damage.

Question: Do you think it would be helpful to include families and communities in a death education program?

Kubler-Ross: The ideal would be open sessions in the community. Parents could also react to the idea of death education being introduced into the schools. Those who would want to veto it would have the opportunity. I think once they see that it can be taught in a nonmorbid way, grownups would have much more trust and confidence in educators teaching their children about death.

Question: Do you think death education conflicts with religious training?

Kubler-Ross: I don't think so. It depends greatly on how it is taught. There is enough material to talk about death and dying in candid, universal, and humanistic language. Christians can then translate this into Christian language and non-Christian children can translate it into their own languages.

Question: Aside from your books, what resources are available for teachers who wish to teach about death and dying?

Kubler-Ross: There is a tremendous list of books too long to elaborate, but I think one of the most brilliant ever written on death and dying is Ernest Becker's book, *The Denial of Death* (New York: Free Press, Division of Macmillan, 1973). We also have a set of teaching tapes that are used in a lot of high schools. *(For more information, write directly to Dr. Kubler-Ross, 1825 Sylvan Court, Flossmoor, Illinois 60422.)*

Question: If more courses were offered in death education, and as a result, people began to accept their own death, would this change the texture of our society?

Kubler-Ross: Absolutely. There would be much less destructiveness. People would change their values fantastically. Society would become much less judgmental, destructive, and materialistic. People would take on the values my dying patients have when they come to grips with death and dying. A man at the end of his life looks back and says, "You know, I worked very hard, I moonlighted, I made a lot of money, I got a bigger car and a nicer house. I never had time to get to know my children." If this man could relive his life, he would be happy with a small house and would probably take an afternoon off and go fishing with his son. The last thing he will remember when he dies is what had meaning in his life--and that will be the afternoon he went fishing with his child. If people would come to this knowledge earlier, they would live this kind of life much earlier. They would then raise children who are less competitive, less materialistic, less destructive, and I think our society would be a much different one.

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Reproduction, in whole or in part, of this interview is strictly prohibited without written consent of Dr. Kubler-Ross. Copyright pending, November, 1975.

This *Looking At* bulletin was prepared by June Ramos and Celeste Fraser.

Planning A Course On Death Or Aging?

Here are two examples of how teachers have treated the subjects of death, dying, and old age in their classes.

-Death as Reality

Realizing that all students have to confront death at some time, Alex Kramer, Director of Curriculum at Moon High School, Coraopolis, Pennsylvania, created a program which gives students an opportunity to study death and the process of dying as integral parts of life. John Franchick presently teaches this course. The program's goals, designed specifically for a behavioral science class of juniors and seniors, are to promote realistic attitudes about death and to dispel myths and fears associated with death in our culture.

To achieve these objectives, death is studied from several perspectives and in varying contexts. Students are visited by doctors, nurses, ambulance attendants, a mortician, and a coroner, all of whom deal with different aspects of death. They read letters from wartime soldiers who continually faced the probability of their own death. Students tour cemeteries, hold class discussions on topics such as euthanasia and cryonics, and compare the responses of various religious groups to death. The treatment of death and dying in America is compared with the practices in other cultures through the use of films and readings.

To evaluate the course, the teacher requires students to answer a questionnaire concerning their attitudes about death at the beginning of the course and again at the end. Student responses to the questionnaires reveal that by treating death as a fact of life, class participants are better able to discern reality from cultural conditioning. The students also report that they fear death less and appreciate life more.

A free man thinks of nothing less than of death, and his wisdom is not a meditation upon death but upon life. - Spinoza

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-Aging as Reality

Just as most students receive virtually no formal preparation for death and dying, many are also educationally naive about death's usual precursor--aging. To help fill this void, Fran Pratt and George Frost at Acton-Boxborough Regional High School in Acton, Massachusetts, have developed a minicourse for teenagers on social gerontology (the study of the social rather than the physiological aspects of old age). The teachers believe young adults must not only be prepared to face their own mortality and the eventual death of their loved ones, but they must also develop a positive understanding of the elderly and aging. A phenomenon of our society is the chasm between the young and the old in all aspects of life. The Acton-Boxborough curriculum, which is designed to supplement an anthropology or sociology course, provides students with a means for bridging this gap.

The sources used to study gerontology are senior citizens themselves. Through a series of social activities and discussion sessions, the students and the older participants are given an opportunity to get to know each other by exploring attitudes and values. This direct contact is intended to help break down the many stereotypes young people have about older people, the process of aging in general, and the preparation one makes for dying. The contacts have also helped the senior citizens reevaluate their attitudes about today's young people.

To empathize with some of the problems facing the elderly, students role play aged persons who can manage only with walkers; they block out a daily schedule for a 74-year-old man; they plan a monthly budget based on bills, pension, and social security payments; and they write essays on their hopes and expectations for their own later life.

By the end of the course, students have learned that growing old is not something to dread; that older people are old only in body; that being 60 does not mean senility, dependence, and death; and that senior citizens, like people of all other ages, are worthwhile members of society.

Where Do You Begin?

The following curriculum materials represent a sampling of the resources available for teaching death and dying at elementary and secondary levels. Please contact the publisher directly for more information on price and availability of multiple orders.

Books

Bender, David L. ed. *Problems of Death: Opposing Viewpoints Series.* 1974. Greenhaven Press, Box 831, Anoka, Minnesota 55303. $2.25. Part of the *Opposing Viewpoints Series*, this volume for secondary students examines abortion, euthanasia, capital punishment, suicide, and American funeral practices as controversial issues. The point-counterpoint format used in illustrating the varying perspectives on death is designed to stimulate class discussion and individual critical thinking.

Dobrin, Arnold. *Scat!* 1973. Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, New Jersey, 07632. $0.95. For elementary students, this insightful and sensitive book looks at an eight-year-old boy's perceptions of living and dying in response to the death of his grandmother.

Fassler, Joan. *My Grandpa Died Today.* 1971. Behavioral Publications, Inc., 72 Fifth Ave., New York, N.Y. 10011. $5.95. Part of a series of elementary books on psychologically relevant themes for small children, this is a story about the love shared by a boy and his grandfather. When his grandfather dies, David tries to understand death and in the process learns a bit more about life.

Continued on Page 4

books con't.

Rotering, Robert, ed. *To Love Forever. Thoughts on Death and Life.* 1971. St. Mary's College Press, Winona, Minnesota 55987. $3.25. Through thoughtful reflections, essays, poetry, and pictures, this book for elementary students illustrates various positive feelings about death as part of life, and in so doing, helps erase some of the fears associated with death. Rather than dwelling on fear of death, the book emphasizes the rewards and richness of living.

Multimedia

Death--An Invention of Life from *The Science of Life: A Filmstrip Series on the Social Implications of Biology.* Biofilms, RD 1, Box 192, Easton, Maryland 21601. $32.00 filmstrip/cassette. This series is composed of nine audiovisual minicourses which are designed to help secondary students integrate the biological, social, and cultural aspects of life as an interdependent system. One of the films, *Death-- An Invention of Life,* focuses on the evolution of death--not simply a linear representation of man's social and biological development, but a panorama of the total ecological unfoldment of life and death from the mortality of whole species down to the extinction of single cells.

Living with Dying. The Center for Humanities, Inc. Two Holland Ave., White Plains, N.Y. 10603. $99.85. Through the case studies in this audiovisual minicourse, secondary students get a look at some of the ways people deal with mortality; they see the stages of rationalization and the final calm acceptance of one's own death. In its realistic approach, this filmstrip attempts to reduce the anxiety associated with death by stressing death as a natural part of life, as a part of every living thing's life cycle.

"Playing Dead" from *Understanding Changes in the Family.* Guidance Associates, Pleasantville, N.Y. 10570. Complete set (five filmstrips/five cassettes) $74.50. One of five filmstrips for elementary students on personal change, *Playing Dead* not only offers factual information on death but a simulation of dying which allows children a chance to air their own emotions and anxieties about death. Other titles in the series include *What's a Family?, Little Brother, Big Pest!, We're Adopted!,* and *Not Together Anymore.*

The Ending. Warren Schloat Productions, Inc., 150 White Plains Road, Tarrytown, N.Y. 10591. $26.00 filmstrip/cassette. Dramatized in the audiovisual kit is the story of a teenage girl who helps an old man cross the street. Students are then encouraged to contemplate aging and consider an older person's response to his or her own impending death.

ERIC DOCUMENTS

The documents abstracted below are available from ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210, unless otherwise noted. Microfiche and/or hardcopy prices are given for each document. We suggest you refer to the complete abstract in *Resources in Education* before ordering.

There is a vast amount of material available on death and dying. But how do teachers find minicourses or materials dealing with curriculum development that are appropriate for the children in their classrooms? The following ERIC documents can aid teachers in researching and developing death curricula.

ED 093 782. *Death and the Curriculum.* By Roger V. Bennett. Paper presented at the American Educational Research Association meeting, Chicago, 1974. 18 p. EDRS Price: MF-$0.76; HC-$1.58. This study was designed to discover the reason for the existence of a significant void in the area of death education. It also offers guidance in designing a conceptual framework for planning and evaluating death education; determining a need for incorporating death education into elementary and secondary curricula; evaluating the feasibility of designing curricula on death and dying; and implementing and disseminating death curricula.

ED 101 371. *Death in Current Children's Fiction: Sociology or Literature.* By Marilyn Apseloff. Paper presented at the Forum on the Criticism of Children's Literature of the Midwest Modern Language Association, St. Louis, 1974. 17 p. EDRS Price: MF-$0.76; HC-$1.58. The mass production of books dealing with hitherto taboo subjects for children is a growing trend in children's literature. This paper examines the treatment of death in current children's fiction and reveals the difficulties inherent in critically judging such books. Four books are analyzed for the sociological and psychological attitudes they take toward death, as well as their literary value in terms of style, plot, and characterization.

ED 082 853. *Talking About Death with "Normal" Children (Research Strategies and Issues).* Gerald P. Koocher. 1973. 6 p. Available from Dr. Gerald P. Koocher, Developmental Evaluation Clinic, The Children's Hospital Medical Center, 300 Longwood Ave., Boston, Mass. 02115 (Free of charge). Also available from EDRS: MF-$0.76; HC-$1.58. This paper discusses some of the issues (beyond the methodological considerations) involved in studying children's ideas about death and the relationship of these ideas to the children's cognitive development. The three aspects discussed are: 1) problems involved in getting permission from the dissertation research committee, the school principal and camp director, parents, and the children themselves; 2) deciding what questions to ask and how to ask them; and 3) determining ways to cope with possible stresses and unpleasant aftereffects which might arise from discussions about death with children.

ED 101 664. *The Treatment of Death in Contemporary Children's Literature.* Carol E. Romero. Master's Thesis, Long Island University, 1974. 77p. EDRS Price: MF-$0.76; HC-$4.43. To evaluate the treatment of death in children's literature and to compile a bibliography of books related to this theme, research was done on current juvenile fiction and on children's concepts of and reactions to death. Most of the books investigated were found to be valuable in acquainting the young child with wholesome death concepts, psychologically valid, and reflective of accepted social attitudes toward the subject.

ChESS PIECES

The following ChESS Pieces were selected from documents processed by ERIC/ChESS for the July and August 1975 issues of *Resources in Education* (RIE). ChESS Pieces, in microfiche (MF) or hardcopy (HC), are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210 at the prices indicated. Readers may find it useful to read the complete abstract in RIE before ordering the document from EDRS.

ED 103 294. *A Study of Planet Three: A World Geography/Social Studies Course.* By Duncan Graham. 1974. 11 pp. EDRS price: MF-$0.76; HC-$1.58 plus postage.

This 12th-grade course in world geography is based on the philosophical assumption that human beings on earth make up a global village of interdependent people. It is world geography with a planetary perspective--an inquiry into the nature of the planet and its dominant species, Homo Sapiens. Seven units cover the following topics relating to physical and human aspects of our world: astronomical perspectives; the place of earth in space and time; natural characteristics--relief, climate, and vegetation; population density and distribution factors affecting the diversity; and future trends. Emphasis is placed on individual research, creative thought, and participation in group discussion. Resources and activities are suggested for each unit.

ED 103 297. *Teaching Children Philosophical Thinking: An Introduction to the Teacher's Manual for "Harry Stottlemeier's Discovery".* By Matthew Lipman and Ann Margaret Sharp. 1975. 26 pp. EDRS price: MF-$0.76; HC-$1.95 plus postage. Also available from the Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, NJ 07043. ($1.25 paper copy).

This booklet introduces elementary teachers to the methodology, climate, aims, and objectives necessary for teaching philosophical thinking to elementary students. The methodology casts the teacher as a facilitator whose primary task is to stimulate children to reason about their own problems. The discussion process emphasized is one in which the teacher helps children to perceive the points of view of others and give reasons for their own opinions. Prerequisite conditions to be established include avoidance of indoctrination, respect for children's opinions, and evocation of children's trust. Among the aims for the teaching of philosophical thinking are improvement of reasoning ability, development of creativity, and personal development. Another goal is to make philosophical thinking a conscience activity. *Harry Stottlemeier's Discovery* (SO 008 127) is the children's story to be used as a springboard for philosophical discussion.

ED 103 298. *Harry Stottlemeier's Discovery* (revised edition). By Matthew Lipman. 1974. 100 pp. EDRS price: MF-$0.76; HC-$4.43 plus postage. Also available from the Institute for the Advancement of Philosophy for Children, Montclair State College, Upper Montclair, NJ 07043. ($5.00 paper copy).

Harry Stottlemeier's Discovery is the student book for the project in philosophical thinking described in SO 008 123-126. It offers a model of dialogue--both of children with one another and of children with adults. The story is set among a classroom of children who begin to understand the basics of logical reasoning when Harry, who isn't paying attention in class, says that a comet is a planet because he remembers hearing that comets revolve around the sun just as planets do. The events that follow in the classroom and outside of school recreate the ways that children might find themselves thinking and acting. The story is a teaching model; nonauthoritarian and nonindoctrinating, it respects the value of inquiry and reasoning, encourages the develoment of thought and imagination, and suggests how children are able to learn from one another. The story also sketches what it might be like to live and participate in a small community where children have their own interests but respect each other as people and sometimes engage in cooperative inquiry for no reason other than the satisfaction of doing so.

ED 104 748. *The "Dismal Science" --Economics. Creative Challenges for Young People, Their Teachers and Parents.* By Norman L. Ellenberg. California Council for Economic Education, Los Angeles, CA. 1972. 109 pp. EDRS price: MF-$0.76; HC-$5.70 plus postage. Also available from *Economics*, 2221 Mountain Oak Drive, Los Angeles, CA 90028. ($5.00 plus postage and handling).

This document presents a variety of creative activities to help young people not only understand some of the principles of economics but to enjoy the study of economics. The book, while not a comprehensive or in-depth view of the science of economics, surveys some important aspects of understanding the system. The book is organized around four major concepts: substance, the tools, the system of distribution, and the control of economics. Within these broader categories are activities such as role playing, puzzles, questions, and pictures to aid in understanding the economic system. Concepts include production, money, banking, credit, prices, business, advertising, occupations, government, taxes, lobbying, and insurance.

ED 104 770. *Women's Studies in the Junior High School, Profiles of Promise 42.* By Sharryl Hawke. 1975. 5 pp. EDRS price: MF-$0.76; HC-$1.58 plus postage. Also available from the Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 ($7.50 for numbers 31-45 in the Profiles series).

Junior high students at a middle school in Colorado are offered a course in women's studies as part of their social studies curriculum. The nine-week unit helps students identify ideals, analyze sex roles, investigate sex stereotyping, investigate the historical development of women; and examine social issues relating to women. The course focuses on personal development and increased student awareness, it is not a feminist indoctrination program. Teaching activities include keeping a journal and providing an opportunity for students to reflect on the personal meaning of being a female. Role playing the trials of Susan B. Anthony and Salem witches are used in tracing the historical development of women. Fairy tales rewritten with reversed roles, self-defense demonstrations, and guest speakers add to student understanding of what it means to be a female in the world today.

New Resources For Educators

To Read:

Cultural Conflict

Bougainville: A Case Study. (1974) by B.M. Bullivant is an interdisciplinary secondary-level multimedia kit designed to study the impact of an advanced industrial society's technology and people on the culture of a preliterate people. The case study involves Bougainville, a Papua-New Guinea island currently under Australian mandate. In 1969 an Australian copper company began to develop a copper mine and port city on the island. The native Nasioi people objected to the intrusion of men and machines on their island paradise but were unable to stop the development.

The major aim of the program is to have students analyze in-depth a situation involving the clash between two different cultures. They are introduced to important elements of village life such as land tenure, then asked to make judgments about the pros and cons of the copper mining development. The program developers feel that by coming to understand other socio-cultural systems, students will have more appreciation for their own society and its processes.

The kit contains a teacher's guide, an introduction to the main ideas of cultural geography, a student data book of events, a student source book, a student activities book, a cassette recording describing life on Bougainville, a set of twenty color slides depicting the geography and culture of the island, and a twenty-minute documentary film on the original dispute. The kit is available from Distribution Services Division, Australia Council for Education Research, P.O. Box 210, Hawthorn, Victoria 3122. Price information available from the publisher.

Foxfire

Moments, The Foxfire Experience (1975) by Eliot Wiggenton discusses the enormous success of using cultural heritage as a motivational force for learning. However, this success has also led to a number of programs across the country that describe themselves as "Foxfire" but are little more than traditional courses on local culture. In this book, the originator of Foxfire describes his program and philosophy of teaching by recounting experiences in the development and growth of the Foxfire experience at Rabun Gap-Nacoochee School, Georgia.

Costing $3.95, this paperback book is available from Cobblesmith, Star Route, Box 18, Ashville, Maine 04607.

Having a Workshop?

If your institution or agency is having a workshop and would like to include information about the ERIC system or computer retrieval of ERIC documents, please contact us. Our staff is experienced in conducting workshop activities and welcomes the opportunity to assist professional educators. For more information on this service, contact our User Services Coordinator, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

To Contact:

American Issues Forum

The American Issues Forum (AIF) is a nationwide program to encourage local observances of the Bicentennial. Under the direction of the National Endowment for the Humanities, nine major issues and thirty-six subtopics appropriate for Bicentennial observances have been devised. The Forum program calls for community organizations, businesses, unions, communications media, educational institutions, government agencies, religious groups, and professional associations to initiate and conduct American Issues Forum activities related to specific interests and concerns of their constituencies. These activity programs may include dramatic readings, speakers, films, panels, symposia, book discussions, debates, essay contests, town meetings, and plays.

The Bicentennial Special Program Package for the American Issues Forum (1975)is a multimedia package that provides resources for *Forum* programs. The package contains a sound filmstrip, guidelines for developing AIF programs, and reading selections keyed to each of the nine major issues. The filmstrip provides an overall description of the entire nine-month program and is most suitably used at the planning stage. The guidelines list participating organizations, audiovisual bibliographies for each month's topics, and specific suggestions on how to plan and implement program activities.

The reading selections comprise the largest section of the package. They contain both primary and secondary sources for use as the basis of discussions or presentations. The nine major topics are a nation of nations, the land of plenty, certain unalienable rights, a more perfect union, working in America, the business of America, America in the world, growing up in America, and the pursuit of happiness.

As a joint publication between Gaylord Brothers Inc., and the Social Issues Resources Series, Inc., the package is available from Gaylord Brothers, Inc., P.O. Box 61, Syracuse, New York 13201. The price is $50.00.

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zations about the normal course of affairs. It is still concerned with the laws of mind, with motives.

"Professor Kuhn has been unable to shed his economist's preconceptions in his work on unified social science. He continues to develop tautologies based on rationalism and empiricism. . . .

"This is standard operating procedure in economics. Behavior is normally taken as evidence of its own cause. For example, demand is defined as the quantities of a product a person is ready, willing and able to purchase at a series of prices. But if one be ready, willing and able to purchase, one does so. There is no reason not to. Thus the purchase itself is evidence that one is ready, willing and able. Demand does not exist until the purchase is made.

"The tautological nature of economic theory, resting on rationalism and empiricism, has been extensively criticized (by Veblen and Nagel). A scientific method for social science has been extensively developed (by Dewey and Dunn). Since Kuhn has ignored these criticisms and this alternative method, his work cannot contribute to either a single discipline or to an integrated social science. These sciences will become integrated and usable only as we rid ourselves of our methodological heritage from moral philosophy. . . ." (Baldwin Ranson, Professor of Economics, Western State College)

"Professor Alfred Kuhn's system-based, unified social science, as set forth in the April 1975 *SSEC Newsletter,* is a well-developed and intriguing model for curriculum development. He is to be commended for the logic of his system and the pioneering work he has accomplished. However, an examination of Kuhn's systematic model raises several questions and problems that must be answered and resolved before it can be applied effectively to curriculum development and employed in the classroom by social studies teachers." (Michael L. Berger, School of Education at Lincoln Center, Fordham University)

The major points raised by Berger can be summarized briefly as follows: (1) Kuhn devotes most of his attention to controlled (goal oriented, cybernetic, adaptive) systems, whereas uncontrolled systems may be of equal or greater importance in the social sciences. (2) In view of the heterogeneity of thought that exists *within* each of the social sciences concerning their nature, is any unity *among* them possible? (3) The focus on the concepts of detector, selector, and effector in Kuhn's intersystem analysis may present too simplified a model for dealing with reality. In particular, it may neglect the importance of real-life events which intervene between what the effector does and what the detector next detects. (4) Kuhn's system seems more applicable to the behavioral sciences—economics, psychology, and sociology—than to history and political science.

"In conclusion, it should be reiterated that Kuhn's Model is a significant step forward. The problems and questions discussed above are intended to be constructive criticism of his theory . . ."

NEW SSEC BOARD MEMBERS

Lee F. Anderson and Emily S. Girault have completed their three-year terms of office on the Board of Directors of the SSEC. Replacing them are Suzanne Wiggins Helburn and Gerald W. Marker.

Marker has been a member of the Consortium since 1972. An Associate Professor of Education at Indiana University in Bloomington, he serves also as Associate Director for the Mid-America Program for Global Perspectives in Education. Marker received his Ed.D. in social studies education from Indiana University. Since 1973 he has worked on the North Central Association's Task Force on School Climate. His most recent publications include "Increasing the Options in Social Studies," which appeared in the *Phi Delta Kappan,* and "The Institutionalization of Teacher Education," an article for *Teacher Education.*

Helburn, who has been a Consortium member for seven years, is Professor and Chairman of Economics at the University of Colorado, Denver Center. She received her Ph.D. in economics at Indiana University. Along with her many publications and professional activities she was codeveloper of the *Economics in Society Staff Training Kit* for secondary teachers and has authored three filmstrips for Schloat Productions, entitled *At Issue: Inflation.*

The other four members of the Board are the President, Richard H. Brown, Director, Committee on the Study of History, Newberry Library; Stanley P. Wronski, Professor of Education and Social Science, Michigan State University; Peter B. Dow, Senior Associate, Social Studies Program, Education Development Center; and Hazel Hertzberg, Associate Professor of History and Education, Teachers College, Columbia University.

TEACHER ASSOCIATE JOINS STAFF

Ronald Schukar from Northglenn, Colorado, has joined the SSEC staff as a Teacher Associate for the academic year 1975-76. Last year Schukar was Student Advisor for Northglenn High School. Prior to that he was a social studies teacher for seven years at Northglenn. He holds a B.S. in Social Science Education from Colorado State University and an M.A. in Political Science from the University of Colorado. He is currently working on an Ed.D. in Curriculum and Instruction at the University of Colorado.

Currently, Schukar is assisting the staff on the Colorado Legal Education Project, helping visitors and conducting teacher training workshops in the Resource and Demonstration Center, and visiting schools in the Denver-Boulder area. During the year he will travel around the country visiting innovative educational programs and develop plans for improving his district's social studies program upon his return in the fall of 1976.

Tentative plans are for two additional Teacher Associates to join the staff in January 1976.

ESSI PROVIDES ASSISTANCE

Educators for Social Studies Improvement (ESSI), organized by SSEC Teacher Associates for the purpose of improving social studies education, is providing schools and school districts throughout the country with information, consultation on curriculum planning, inservice, workshops, and conferences. ESSI members also provide educators with aid in preparation of written material and assistance in the analysis and/or development of social studies materials.

ESSI is currently providing school districts in New York and New Jersey with assistance in social studies curriculum evaluation and revision. Member Francis Pratt is presently serving as a consultant to the Cortland Enlarged City School

District in New York. Working with the district on its Social Studies Revitalization Project, Pratt has developed a detailed long-range plan to achieve the district's goals of providing a unified social studies curriculum for all grade levels (K-12) and to update all social studies content, materials, and methods.

A district committee, using Pratt's model, accomplished the following during the past year:

1) creation of an inner corps of teachers who are familiar with up-to-date social studies materials and educational approaches;
2) drafting of a comprehensive statement of philosophy and goals to provide a rationale for the new program;
3) development of a framework of significant interdisciplinary concepts for all grade levels;
4) development of a sequential structure of social studies skills to be taught at all grade levels;
5) analysis of curriculum materials and choice of materials most consistent with philosophy and goals; and
6) writing of a proposal for a three-year plan for piloting, evaluating, and adopting new materials throughout the district.

Further activities planned by Pratt and the committee include expansion of the use of community resources for social studies education, development of a comprehensive plan for ongoing evaluation, and writing of instructional objectives for all courses and grade levels.

Rumson-Fairhaven Elementary School District in New Jersey has obtained the services of ESSI member Alan Markowitz to assist in the analysis and possible redesign of its current social studies program. Working with a committee composed of teachers from each grade, 1-8, and members of the parents' organization, Markowitz has outlined a comprehensive curriculum review and pilot program.

Markowitz began his model with a needs assessment through which he and the committee determined the status of social studies education in the district. Based upon the needs assessment, the committee formulated a series of general program goals, which were accepted by the school board. The committee then established a set of specific objectives for each grade level. Deciding to maintain the current content areas and seek alternatives to the existing materials and teaching strategies, the committee developed questions from the SSEC's Curriculum Materials Analysis System with which to evaluate elementary social studies programs. To date, three programs that most nearly meet the Committee's criteria have been selected and are being piloted in grades 3 and 4. Markowitz plans evaluation of these programs and initiation of pilot programs in 1 and 2 later this year.

Further involvement on the part of ESSI members in which readers may be interested include the preparation of staff development materials for the June 1976 issue of the Watman Educational Service (W.E.S.) Bulletin and the completion of a Leadership Kit for the National Council for the Social Studies.

If you want more information on ESSI, consult the September 1975 *SSEC Newsletter* and/or write ESSI, P. O. Box 2217, Norwalk, CN 06850.

CAREER EDUCATION UPDATE

The SSEC's Career Education Project is well under way, with each task on schedule. Connie Williams, who was formerly the Career Education Staff Development Specialist in the Niagara Falls (New York) school system, joined the staff in September and is working full time on the Career Education Project.

There is a correction regarding members of the National Review Panel as listed in the September 1975 *SSEC Newsletter*. Members include David Tiedeman, Director, ERIC Clearinghouse for Career Education; John P. Lunstrum, Program Leader for Science and Human Affairs Education, Florida State University; Robert Bilek, Curriculum Assistant in Social Science, Salinas (California) Union High School; Thomas Walsh, Social Studies Consultant, Nebraska State Department of Education; and Annette G. Kearney, Assistant Superintendent of Schools, Newark, New Jersey. These members, as well as the members of the Local Teacher-Community Evaluation Panel, are contributing enthusiastically to the project.

RESOURCE AND DEMONSTRATION CENTER ACTIVITIES AND SERVICES

The rapidly expanding Resource and Demonstration Center (RDC) at the Educational Resources Center in Boulder, Colorado, houses the joint collection of SSEC and ERIC/ChESS. Besides basic innovative social studies curriculum materials, the collection includes extensive resources in the areas of ethnic studies, legal education, and values education. In addition, the RDC's collection of career education materials related to social studies is expected to greatly increase in the next few month as the SSEC Career Education Project gets under way.

The RDC offers a variety of services to those who wish to keep abreast of trends in the social studies. From 8:00 am to 5:00 pm, Monday through Friday, the Resource Center library is open to the public. An average of 50 drop-in visitors a month are making use of the facilities. In addition, staff members have conducted 74 workshops this year for 685 educators and preservice teachers. The largest numbers of visitors and workshop participants came from Colorado, Wyoming, Kansas, Nebraska, New Mexico, Indiana, Virginia, California, and Michigan. Educators from most of the other states as well as Australia, Belgium, the Netherlands, Japan, Portugal, Cambodia, and Canada also visited the RDC.

The Center's workshop program this year has included participants from the Taft Institute Seminar, from the Center for Teaching International Relations and from two National Science Foundation Leadership Specialists Projects at the University of Colorado. Three week-long sessions on teaching legal education, K-12, were also conducted during the summer. More recently, the Colorado Council for the Social Studies and the Consortium jointly sponsored a workshop on the Bicentennial for Colorado educators. Many of the RDC workshops are for local groups of teachers or for preservice teachers from neighboring colleges and universities. The workshops generally include orientations to the SSEC, the RDC, and the ERIC system. In addition, demonstration lessons are frequently requested on such topics as values education, legal education, geography, and ethnic studies, as well as on specific curriculum materials.

As a part of the RDC's Consultation Program, SSEC

staff members frequently travel to school districts to conduct inservice training sessions and to demonstrate the use of new curriculum materials. Persons unable to visit the Resource Center are encouraged to make use of this service.

The Information Request Service is also directed toward those unable to visit the RDC Boulder facilities. Due to many letter and phone requests for resource materials on particular topics, the RDC staff has compiled short annotated bibliographies of selected materials on such topics as the Bicentennial, religion, economics, cross-cultural studies, and American studies. New biographies are being compiled continuously to meet the needs of the many educators using the Information Request Service. RDC staff members have recently completed an extensive annotated bibliography on "Women's Studies and Nonsexist Educational Materials." It lists K-12 student and teacher resource materials.

Those interested in further information on RDC services should write Resource and Demonstration Center, Social Science Education Consortium, 855 Broadway Boulder, CO 80302, or call (303) 492-8155.

SHORT TAKES

• The World History Project at Indiana University completed ten units of materials for secondary students this summer, titled *People and Change: A Mosaic of World History*. The units are designed to concentrate on a few pivotal themes and periods of history and examine them within a conceptual framework. Each topic forms the basis for a three- to four-week unit; the ten units together form a year-long world history course. Some of the topics are: "Peasants and Warriors," "The World and the Expansion of Europe," and "The Search for Political and Social Order." Ginn and Company will be publishing the materials in two formats: hardbound text and individual paperbound units. They will also publish additional materials such as the games and audio-filmstrips that accompany the program. The materials will be available from Ginn in June 1976. Until that time, anyone who is interested can obtain more information about the project by writing John M. Thompson, Director, World History Project, Indiana University, 513 N. Park Avenue, Bloomington, IN 47401.

• The Newspaper Curriculum Development Project is producing "Topic Today," a student resource syndicated weekly in the *Vancouver Province*, a newspaper with a circulation of about a quarter million. "Topic Today" appears as one full page of the newspaper and includes pictures, maps, statistical data descriptions of issues or topics, and suggestions for use in specific classroom courses. The purpose of this resource is to create in students an interest in the news as well as to clarify news items. Each "Topic Today" focuses on a timely issue dealing with Western Canadiana, concerning the western region of Canada. The Topics are approached from economic, geographic, political, and historical as well as other social science perspectives.

About 300 schools are now using this resource in their classrooms. Posttesting was conducted after the 1974-75 school year, and it was found that student attitudes, interests, and reading levels improved. Another result of these materials has been improvement in parent-school relationships. At the end of each school year, a kit is produced that includes each weekly "Topic Today" and teaching tips. Last year's (1974-75) Topics were specifically for grades 6 and 8, but may be used through grade 12. "Topic Today" for the current school year is geared to grade 10 social studies. For more information about this project, write to Dr. Angus M. Gunn, Faculty of Education, University of British Columbia, Vancouver, British Columbia, Canada.

• A research study of the use of feature films as historical documents is underway at the University of California, Riverside. A course on "Latin America: A Film Survey" was conducted last spring by Leon Campbell and Carlos Cortés, using this technique. The course manual, including a discussion of the use of feature films as historical documents and selected student reviews of films, is available from the Latin American Studies Program, University of California, Riverside, CA 92502. Next spring (1976) another course using this technique will be offered. It is entitled "Historical Dilemmas in Film: Economic Dislocation and the Conflict between Law and Justice." For further information, contact Carlos Cortés, Associate Professor of History, University of California, Riverside, CA 92502.

• The Americal Political Science Association will be conducting two one-week workshops next summer on methods of instruction for college-level political science teachers. The workshops will be held June 14-18 and June 21-25, 1976, at the Center for Personalized Instruction at Georgetown University in Washington, D.C. Those attending will participate in two courses. One of these will be "Assessing Teaching and Learning: Objectives and Resources," directed by Willis Hawley. Participants will select a second course from several specific teaching methods courses. Those offered included courses on the use of PSI (Personalized Systems of Instruction), data analysis simulations and games, and case studies. For more information write Sheilah Koeppen Director of Educational Affairs, American Political Science Association, 1527 New Hampshire Avenue NW, Washington, D.C. 20036. The deadline for applications is March 15, 1976, and respondents will be notified in April.

• The CISE Learning Package Series, funded by the National Science Foundation and developed by the Consortium for International Studies Education (CISE), is designed to improve international studies education at the undergraduate level. The innovative, multidisciplinary Learning Packages each include four basic features: (1) specific educational objectives, (2) flexible construction, (3) multiple learning modes, and (4) evaluative mechanisms. Some also are accompanied by multimedia material. They are intended to serve as alternatives and/or supplements to textbooks, supplementary readings, monographs, and journal articles. The packages are being evaluated on an ongoing basis. In addition, all are being field tested in classrooms, discussed at professional conferences, and revised accordingly. A variety of transnational problems are dealt with. Titles include "Food and the Geography of Hunger," "International Patterns of Inequality," "Characteristics of the International System: 1860-1960," "Human Aggression," and "Population Policy." Those interested in the development of further Learning Packages or more

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information about the project should write J. Martin Rochester, Executive Secretary, CISE Learning Package Series, Center for International Studies, University of Missouri, St. Louis, MO 63121. For ordering, write Learning Resources in International Studies, Suite 1026, 61 East 42nd Street, New York, NY 10017.

• The *Crisis Paper* series, published at least six times annually, is a unique approach to teaching international studies. Each paper, focusing on a contemporary issue of international concern, contains commentaries from newspapers around the world and an editorial which "synthesizes the parameters of the international reactions." Through exposure to the various viewpoints of other nations as well as to U.S. perspectives, students develop a broader understanding of the issue involved. Previous papers have dealt with such topics as "Vietnam: The End of the War," "The Energy Crisis," "Cyprus: The Time-Bomb of the Mediterranean," and the "World Food Conference." For further information, write to Atlantic Information Centre for Teachers, Atlantic Council of U.S., 1616 H Street, N.W., Washington, D.C. 20006.

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